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ENGLISH GRAMMAR

A. E. SHARP

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ELEMENTS
OF
ENGLISH GRAMMAR

BY
A. E. SHARP
OF MISS SPENCE'S SCHOOL, NEW YORK



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PREFACE.

THIS course is prepared to meet the needs of children beginning the study of English grammar between the ages of nine and ten. It aims :—

1. To present the subject-matter in easy stages, systematically graded according to the capabilities of the average pupil; with exercises designed to train the logical faculty and keep the child mind alert and active.
2. To set forth the rules in clear, succinct form that they may be easily memorized.
3. To give the abundant practice necessary for such young children.

All explanation of rules has been left for the teacher to give orally, it having been found that pupils of this age do not learn readily from printed instruction; their attention is distracted by many words, and they are unable to distinguish between what is material and what is immaterial.

The method of teaching the arrangement of the parts of speech proposed and illustrated on page 44 has been found of the greatest service. It gives the children ample practice in recognizing the use of words in a sentence, and is easy of correction by the teacher.

PREFACE

This system of instruction has been successfully tried in the schoolroom for many years, and it is in the hope that the study of grammar may be made to many others the pleasure that it has been to the writer and her pupils that the course is now being put into book form

A. E. SHARP.

FIRST YEAR COURSE



ELEMENTS OF ENGLISH GRAMMAR.

LESSON I

A **Sentence** is a complete statement; ex.: The girls are playing.

Every sentence has two parts, namely, a **Subject** and a **Predicate**.

The **Subject** of a sentence is what we state about; ex.: *Ships* cross the seas.

The **Predicate** of a sentence is what we say about the subject; ex.: Ships *cross the seas*.

Exercise 1.

Make subjects to fit the following predicates:—

- | | |
|----------------------|----------------------------|
| 1. fly up high | 11. has a book |
| 2. make a loud noise | 12. found a bird |
| 3. do good work | 13. works quickly |
| 4. ran away | 14. built a nest |
| 5. wants its mother | 15. wrote a letter |
| 6. ran down hill | 16. expects you |
| 7. sang sweetly | 17. writes rapidly |
| 8. live in water | 18. broke my toys. |
| 9. saw her sister | 19. climbed over the rocks |
| 10. made a dress | 20. bought some gloves |

Exercise 2.

Make predicates to fit the following subjects:—

- | | |
|----------------------|----------------------------------|
| 1. horses | 17. high mountains |
| 2. father | 18. wild animals |
| 3. summer | 19. the garden gate |
| 4. children | 20. the slow messenger |
| 5. plants | 21. these water-lilies |
| 6. rain | 22. mother's pet dog |
| 7. school | 23. my school bag |
| 8. fish | 24. the pictures on the wall |
| 9. dinner | 25. careful pupils |
| 10. pictures | 26. the dining-room paper |
| 11. New York | 27. the light-house on the rock. |
| 12. rivers. | 28. the carpet on the floor |
| 13. clouds | 29. the poor fisherman |
| 14. games | 30. the desk in the library |
| 15. visitors | 31. the streets of New York. |
| 16. my little sister | 32. the anxious mother |

Exercise 3.

Arrange the following sentences thus:—

- | <i>Subject.</i> | <i>Predicate.</i> |
|--|----------------------|
| The little chick | went into the water. |
| 1. The ripe fruit hung on the trees. | |
| 2. A crowd gathered quickly at the spot. | |
| 3. The mother-hen was scratching the ground busily. | |
| 4. The full moon shone brightly in the sky. | |
| 5. The queen of the fairies stole little Bridget. | |
| 6. The frogs in the pond were croaking all the time. | |
| 7. The shepherds watch their flocks in the field. | |
| 8. Mary's pet lamb ran by her side. | |
| 9. The water rippled softly over the stones. | |
| 10. The clock strikes every fifteen minutes. | |
| 11. The miller of the Dee sang from morn till night. | |
| 12. Autumn flowers are the brightest. | |

13. A large maple-tree grew by the garden gate.
14. The faithful dog kept watch by his master.
15. The tall man lifted the little girl on his shoulder.
16. The corn is ripe in the fields.
17. Poppies lift up their heads among the wheat.
18. Those books are very heavy.

Exercise 4.

Sometimes in poetry the subject does not come first. Arrange the following sentences in prose order thus :—

<i>Subject.</i>	<i>Predicate.</i>
The moonlight	lay on the bay.

1. On the bay the moonlight lay.
2. Stately stood the wheat stalk.
3. Then a father Priest they sought.
4. Beside the ungathered rice he lay.
5. Slowly and sadly they laid him down.
6. Full on this casement shone the wintry moon.
7. Birds of a feather flock together.
8. The dews of summer night did fall.
9. Through the rocks we wound.
10. Now sleeps the crimson petal.
11. He lifts me to the golden doors.
12. The lotus blooms below the barren peak.
13. Time driveth onward fast.
14. Here are cool mosses deep.
15. Out upon the wharfs they came.
16. And round the prow they read her name.
17. His broad clear brow in sunlight glowed.
18. Up and down the people go.
19. The rusted nails fell from the knots.
20. High on the shore sat the great god Pan.
21. Over wide streams and mountains great we went.
22. In the warm hedge grew lush eglantine.
23. He worked and sang from morn till night
24. Deep and dark and cold the current flows.

25. Holy angels guard thy bed.
26. The shadow of the poplar fell upon her bed.
27. I miss the soft clasp of your hand.
28. Soon I heard the dash of oars.
29. Silent they cast down their eyes.
30. We drifted o'er the harbour-bar.

LESSON II

NOUNS

A Noun is a name ; ex. : Henry, street, fish, desk, etc.

Exercise 5.

Make four headings : Person, Place, Animal, Thing, and arrange the nouns in the following sentences under those headings.

1. The whale is a large animal.
2. John saw many statues in the park.
3. New York stands on the Hudson.
4. My sister planted some seeds in the garden.
5. Squirrels like nuts.
6. The streets of that city are lined with trees.
7. London, the capital of England, stands on the Thames.
8. Columbus discovered America in the year 1492.
9. Paper is a most useful article.
10. The kangaroo is a large animal.
11. The giraffe has a long neck.
12. The sun rises in the heavens by day; the moon, by night.
13. Many wild flowers grow in those forests.
14. Pen, ink, and paper are needed to write a letter.

Exercise 6.

Write six nouns, names of things in your room.

Write six nouns, names of things in a grocer's store.

Write six nouns, names of things in the park.

LESSON III**PRONOUNS**

A Pronoun is a word used instead of a noun ; **ex. :**

John saw Mary in the boat.

He saw her in it.

Write out the pronouns used :— (a) In speaking of yourself, (b) in speaking to some one, (c) in speaking of your father, of your mother, of both together, of a thing: and arrange them thus :

I	you	he	him
me	ye	she	her
we	thou	they	them
us	thee	it	

Exercise 7.

Point out the pronouns in the following :

1. John is a careful child, he works well.
2. His teacher says she can praise him.
3. The mother bird loves her little ones, she cares for them tenderly.
4. The father bird must find food for his family, he searches for it everywhere.
5. Do your best daily and you will surely improve.

6. I found the baby lying under the trees; the nurse put her there so that she might be in the shade.
7. Bring your lesson to me if I can help you to understand it better.
8. If we are always kind and gentle, every one will love us.
9. Give me the books that you are carrying, they are too heavy for a little girl.
10. Did you find the book I asked you to take to your father? He is waiting for it.
11. I pray thee tell the truth to me.
12. And then he watched the speckled hen,
Lest she should go astray.
13. "Come home with me," he said.
14. I heard last night that you were in.
15. You know the song you made for me?
I sing it night and day.
16. Before him like the dawn she stood.
17. We two have listened while he sang.
18. Life has its glory,—for I have seen thee.
19. Hand in hand we idly strolled,
Thou and I together.
20. The sun is rising—let us go.
21. "She is dead," they said to him.

LESSON IV

VERBS

A **Verb** is the principal word in the predicate; ex.: Good children *please* their parents.

Every verb has four or five forms, except the verb *to be*, and that has eight.

Forms of the verb *to be*:

Am	are	is
	was	were
be	being	been

Exercise 8.

Arrange the four forms of the following verbs thus: S.V.

Forms of the verb *to play*

play plays
playing played

X	play	learn	come	buy	think
	drop	love	walk	bring	work
	touch	keep	find	flow	sell
	feel	teach	strike	make	sleep

Exercise 9.

Arrange the five forms of the following verbs thus:—

Forms of the verb *to go* :

go goes
going went gone

X	go	see	do	break	write
	freeze	sing	steal	grow	fly
	ride	take	arise	choose	tear
	bite	ring	know	throw	wear

Every verb has a name, thus: the name of the verb *played* is *to play*.

Exercise 10.

Give the names of the following verbs :

shook	rides	doing	worn	chosen
taking	does	picked	ate	loves
baked	blowing	took	works	stolen
rose	drawn	said	ran	was

Exercise 11.

Underline the verbs in the following :—

(Think of the *name* of the verb every time.)

- ✓ 1. I did my work nicely to-day.
2. Mary came and brought her books.
3. Look at that pretty flower growing in the grass.
4. Our lessons are easy when we attend carefully to what our teacher
- ✓ tells us.
5. Come to me and see what I have for you.
6. My brother is ten years old, and he reads well.
- ✓ 7. I am here doing my exercises.
8. We spent last summer in the mountains.
9. Jane grows very tall.
- ✓ 10. I am very careful.
- ✓ 11. My sum was correctly done.
- ✓ 12. Finish your task now.
13. The children found a dog lying near the bench; he was asleep.
14. Bring the book that I bought for you yesterday.

LESSON V

ADJECTIVES

An **Adjective** is a word added to a noun to tell what kind, or how many; ex.:

<i>brown</i> horse	<i>three</i> examples
<i>beautiful</i> toys	<i>five</i> pictures

Exercise 12.

Supply suitable adjectives to the following nouns. Arrange thus :—

Adjective
joyful

Noun
day

day	*house	way	slave	pencil
knife	needle	care	traveler	lake
mountain	lamb	grass	*children	princess
witch	story	*mother	*garden	furniture
church	crowd	city	*soldier	battle
book	love	journey	willow	pine

* See how many suitable adjectives you can use with nouns marked with an asterisk.

Exercise 13.

Select the adjectives from the following sentences and show to which noun they belong.

Adjective

Noun

- ✓ 1. New toys often give great pleasure to little children.
2. The best cats at the show won a blue ribbon.
3. Poor people often suffer greatly during the intense cold of a severe winter.
- ✓ 4. Thick fur keeps animals warm in cold weather.
5. The rumpled feathers of the poor little bird showed that he had had a hard time with the angry intruder.
6. Five eggs lay snug and warm in the cosy nest.
7. The weary fisherman took home six fine trout.
- ✓ 8. Five horses drew the heavy wagon up the steep incline.
9. The first horse reached the winning post two seconds before his rival.
10. All children love stories of the olden days when brave knights rescued captured damsels from castled strongholds.
11. The setting sun threw a golden radiance over the distant hills.
12. The faithful dog refused all food and lay down beside his dead master.
13. The ceaseless roar of the breaking waves lulled the weary student to rest.
14. Decided orders came that the deserting soldiers must be tried by court-martial.

15. They heard the shrill sound of the bugle.
16. Contentment is great riches.
17. He stood on the very verge of a steep cliff.
18. The hungry dog shared the bone with his new companion.
19. Faithful friends are a great blessing.

Exercise 14.

Arrange in three columns the Adjectives, Nouns, and Verbs, in the following sentences :

1. The poor child fell into deep water.
2. The black horse won the first race.
3. The careless maid spilt the milk.
4. Cows love green pastures.
5. The pretty blue violet grows in a shady nook.
6. Poor people live in crowded streets.
7. Mother wants the large book.
8. The dainty lady lost her way.
9. A master hires many servants.
10. An industrious servant does good work.
11. A bad workman always loses his tools.
12. A careful pupil brings paper and pencil to class.
13. All children like pretty things.
14. A mad dog ran down the dusty road.
15. April showers bring May flowers.
16. The thirsty flowers longed for the refreshing rain.
17. The china plates stand in the closet.
18. The oil paintings hang in the green room.
19. The three yachts sailed away together.
20. The fisherman fished out in the broad bay.
21. Many islands lie near Greece.
22. A sharp knife cuts easily.
23. Good materials last a long time.
24. The long ladder reaches to the top.

LESSON VI

NOUN OR VERB

A word is not always the same part of speech, it all depends on how it is used in the sentence. The following words may be either nouns or verbs; give examples of them used in both ways, thus:—

Rain.

Noun. I like to watch the rain.
Verb. It will rain soon.

Exercise 15.

dress	comb	ink	stop	water
blot	gleam	snow	ground	guess
wind	race	fast	dream	delight
paper	cross	turn	rent	coast
lead	coat	branches	band	bank
leaves	book	drop	treat	stick

For further practice in recognising verbs, use Ex. 3, 4, 13, 17, 18, 19.

Exercise 16.

Work again Ex. 2 and 3. Arrange as subject and predicate, and underline the verb, thus:—

Subject.
The moonlight

|

Predicate.
lay on the bay.

LESSON VII

VERB PHRASES

A **Verb Phrase** consists of two or more verbs taken together as one; ex.: *I am trying*.

The last verb of a verb phrase is called the **Principal** verb, all the others are **Auxiliary** or helping verbs.

am	Auxiliary verb—verb <i>to be</i> .	} verb phrase.
trying	Principal verb—verb <i>to try</i> .	

Exercise 17.

In the following exercise, pick out the verb phrases and say to what verb each part belongs, as in above example.

- ✓ 1. I am going for a walk soon.
2. John has finished his lessons already.
3. She did try very hard.
4. The work was finished quickly.
5. The things have been cleared away.
6. The guest is expected to-day.
7. The chickens were fed early.
8. The chickens are being fed now.
9. Mary does walk fast.
10. You did not work carefully.
11. The glass was broken here.
12. There the rubbish has been cleared away.
13. It has ceased raining already.
14. The men are working early and late.

The following verbs are always used as auxiliaries:—

may	might	can
could	will	would
shall	should	must

Exercise 18.

Arrange in two columns the auxiliaries and the principal verbs in the following exercise:—

1. This coin was found among the ruins; it may have belonged to a
✕ Roman emperor, but its history can never be known.
2. The work could have been finished if you had tried more faithfully.
3. It must be done now although the cost may be great.
4. If he does not come soon, we may miss the train.
5. He has been writing all the morning, but we must not disturb him.
6. I shall have finished it before you can return.
7. You might have said that before, and then you would have saved me much trouble.
8. I can finish it now if you will help me.
9. You must have been dreaming the time away, or that could not have taken you so long.
10. Your lessons should have been studied yesterday; you must do
✕ them to-day.
11. The letter was written this morning, but it has not been mailed
✕ yet.
12. He has cut his finger so badly that the doctor must stitch the wound.
13. We have been living there since January.
14. A new house was built immediately the old one was destroyed.
15. That may not be permitted here.
16. Sooner or later crime will be discovered.
17. Ordinarily he does not say such things.
18. John may go out if his sister will take him.
19. If they had understood that, they would have answered differ-
✕ ently.
20. The good news will be published at once.
21. I did finish my lesson, but it has not been corrected yet.
22. The man had recovered consciousness before the doctor arrived.

LESSON VIII

ADVERBS

An **Adverb** is a word added to a verb to tell how, when, or where; ex.:

Go *quietly* (how)
Do that *now* (when)
Stand *here* (where)

There are three kinds of Adverbs, namely, **Adverbs of Manner**, **Adverbs of Time**, **Adverbs of Place**.

<i>Manner</i>	<i>Time</i>	<i>Place</i>
how	when	where
fast	always	here
well	now	yonder
quietly	ever	down
carefully	soon	over

Exercise 19.

Work the following exercise, arranging it thus:—

<i>Verb</i>	<i>Adverb</i>	<i>Kind</i>
did	nicely	manner

1. You did that nicely.
2. I know my lesson well to-day.
3. The mad dog ran swiftly along.
4. Mary takes us home, and then we do our lessons.
5. The wild beast growled savagely as the timid visitors peeped in through the bars.

6. Slowly and sadly we laid him down.
7. Always look up words that you do not readily understand.
8. Yesterday the flower bloomed, to-morrow it will fade.
9. Down the path he swiftly ran.
10. The Nile overflows its banks annually, and so fertilizes the land.
11. Bright-eyed daisies peep up everywhere.
12. He suffered once, but now he is strong.
13. Brother and sister went home together.
14. The maid did her work most carefully.
15. She sat there reading quietly.
16. The children are playing noisily, and running everywhere.
17. Happily that time is past now.

Exercise 20.

Fill in the blanks with suitable words as in first sentence.

<i>Adjective</i>	<i>Noun</i>	<i>Verb</i>	<i>Adverb</i>
sturdy	children	grow	quickly
fast	.....	.....	.....
.....	flowers	.....	.....
.....	.....	behave	.....
.....	.....	.....	soon
dainty	.....	.....	.....
.....	horse	.....	.....
.....	.....	are coming	.....
.....	.....	.....	hard
careful	.....	.....	.....
.....	seeds	.....	.....
.....	.....	galloped	.....
.....	.....	.....	often
some	.....	.....	.....
.....	trees	.....	.....
.....	.....	listened	.....
.....	.....	.....	late

Pick out the adverbs in ex. 17, 18, 28.

Exercise 21.

Some words may be either adverbs or adjectives according to the way they are used in the sentence; thus:—

Fast

Adj. Look at that fast horse.
Adv. The girl ran very fast.

Work out the following words in the same manner:—

early	last	down	very	still
late	off	first	low	near
longer	next	yonder	long	fast
past	close	better	hard	straight

Exercise 22.

Form adverbs from the following adjectives and write sentences showing how you use both adjective and adverb

cold	severe	slow	careful	sincere
north	four	one	brazen	trustful
thirsty	foolish	two	certain	sure
simple	outward	straight	close	great

LESSON IX**PHRASES**

A **Phrase** consists of two or more words taken together to express one idea; ex.:

at two o'clock (time)
 by the river (place)

with great care (manner)
of silk (kind)

Phrases very often begin with little words called **Prepositions**. The chief prepositions are: at, on, by, down, up, in, into, over, for, from, to, with, of, etc.

Exercise 23.

Write out the phrases in the following, and underline the preposition.

1. The boy ran swiftly down the path to the sea.
2. There she sat quietly on a bench under a large tree.
3. We hung the pictures on the wall.
4. The mother sat by the bedside of her little daughter.
5. Under the table the kitten lay sleeping soundly.
6. Jack sharpened my pencil with his new knife.
7. The way to the lake wound through grassy meadows.
8. They returned from the party in a joyful mood.
9. Always give thanks for your many blessings.
10. Mary parted from her sister, and returned to the house of her friend.
11. I have not seen her since that day.
12. Around the rock the ragged rascal ran.
13. Tall trees grew along the banks of the river.
14. They stood amidst the tall grass.
15. Beneath the rock lay much treasure.
16. Friends searched the country round the spot.
17. The old man walked before the wicket gate.
18. Columbus knew that a new world lay beyond the ocean.
19. There is a pleasant walk over the hills.
20. Above the clouds the sun is still shining.

Exercise 24.

Supply suitable prepositions in :—

1. Look — the clouds — us.
2. We talked — trivial matters — some time.
3. Uncle took the train — Boston this morning, and he will not return — several days.
4. — our travels — England we learned many interesting facts — Saxon times.
5. — sunset we will walk — the river.
6. He talked — nothing — any interest — us.
7. Passing — the village we reached the inn — the wayside.
8. — the two cliffs was a great gulf — which we could not pass.
9. We searched — the rug. — the book-case, — the mantel, the doors — the table, but could not find the hidden article.
10. Tops — mountains often rise — the clouds.
11. The parsonage stands — the church, and — both twine masses — green ivy.
12. — his father's wishes the young man returned — the city.
13. We talked — our plans — sunset.
14. Every day he comes — the country — his automobile and goes — business.
15. Sit close — me, but do not speak — me.
16. — the exercises was one — great merit.

Exercise 25.

With the following prepositions add as many phrases as you can to the sentence : The children played.

around	beneath	below	above
across	within	beside	at
to	with	upon	before
among	throughout	until	for
after	in	by	

LESSON X

CONJUNCTIONS.

A **Conjunction** is a word used to join sentences and parts of sentences.

John *and* James are here.

I am going *but* I cannot take you.

The chief conjunctions are :—and, but, or, nor, if, that, though, except, unless, because, than, as, etc.

Exercise 26.

Supply the conjunctions in the following sentences :—

1. I will go — you will take me.
2. He cannot do it — you show him the way.
3. Mary would like to run — she is a cripple.
4. Mother did not know — you had returned home.
5. I can run faster — I ever could.
6. I will do my lesson exactly — you tell me.
7. John — James will be here soon.
8. I cannot do such a thing — can I let you attempt it.
9. The jury will decide — he is guilty.
10. The child could sing — play as nicely — she could read.
11. He was punished — he had done wrong.
12. We heard — you had gone away — you needed a rest.

Sometimes the conjunction is placed at the beginning of a sentence ; thus,

As I stepped down, I fell, but it joins the two clauses exactly as if the sentence read : I fell *as* I stepped down.

Exercise 26 (b).

Underline the conjunctions, and read each sentence placing the conjunction *between* the clauses which it joins.

1. If you go out, call me.
2. Though she does not write well, she does her best.
3. Unless you take pains, you will never succeed.
4. Although he was a fierce creature, the dog obeyed his master.
5. Until you spoke to me, I did not see you.
6. Because it is getting dark, we must hurry home.
7. Lest you should be thought careless, try once more.
8. How he did that I cannot understand.
9. Since it was a mistake, we will forget all about it.

A few conjunctions go in pairs ; as,

Both John *and* James are here.

Either you *or* I must go.

Neither mother *nor* father is at home.

Whether it is light *or* dark makes no difference.

As you sow, *so* must you reap.

Though the work is difficult, *yet* it must be done.

LESSON XI

INTERJECTIONS

An **Interjection** is a word used to express some sudden feelings ; ex. : *Oh!* you hurt me.

The chief Interjections are: *Oh!* *Ah!* *Alas!* *Ouch!* *Pshaw!* *Bravo!* *Encore!* *Hurrah!*

Note the Interjections in the following :—

Hist! I heard a noise.

Bravo! do it again.

Fie! how could you make such a mistake!

And you believe that, *Nonsense!*

Alas! how she suffered!

Exercise 27.

Write out the Interjections in :—

1. Ouch! you hurt me.
2. Ah! that is all wrong.
3. "Halloo!" shouted the boy.
4. Hark! hark! the lark at heaven's gate sings.
5. O joy! the battle's won.
6. Yet, Ah, that Spring should vanish with the rose!
7. What! has it all disappeared?
8. Lo! where the rosy-bosom'd Hours appear.
9. Heigh-ho, fair Rosaline!
10. Alas! poor Love! then thou art woebegone.
11. Farewell! a long farewell to all my greatness.
12. Hurrah! for the Red Island.

Exercise 28.***PARTS OF SPEECH**

Write out the parts of speech of the following sentences according to pattern :—

The pretty gold fish were swimming about in the clear water.

The	article	adjective	
pretty	descriptive	adjective	
gold	noun	used as	adjective
fish	noun		
were	verb to be	(Auxiliary)	} verb phrase
swimming	verb to swim	(Principal)	
about	adverb	of place	
in	preposition		
the	article	adjective	
clear	descriptive	adjective	
water	noun.		

* Exercise 44 may be worked in the same way.

- ✓ 1. The silly dog soon knew that he had lost a good home.
2. I put the school books neatly in the desk.
- ✓ 3. The lilies opened pretty buds as the sun shone brightly on them.
- ✓ 4. The lessons had been done and the children were playing gaily in the garden.
5. Early and late he trudged bravely on.
6. The glad butterfly flew swiftly away to the bright flower-beds.
7. The busy bees gathered honey during the long summer days.
8. The gate of the garden was opened softly by the lazy tramp, but the dog heard him and growled warningly.
9. Three white lilies are growing in the pond to-day.
10. We will go and look at the bright flowers.
11. Now they have finished the lessons, the children may take a long walk in the park.
12. Father will come soon and take us to see the young ducks swimming in the lake.
- ✓ 13. The green parrot makes a loud noise and he often frightens the cat with it.
14. The little doves cooed softly flying round the nest.
17. The old cow called her young one back.
18. A greedy little mouse once stole a large piece of cheese and he made himself ill with it.
- ✓ 19. The bright light of the sun is too strong for our eyes, but we can look at it through smoked glasses.
20. A plum pudding contains many good things.
21. The blind girl ran swiftly to the gate, she could hear the step of her mother on the gravel path.
22. The winter winds are now moaning round our summer home.

LESSON XII

PERSON

The First Person stands for the person *speaking*; ex.: I, me, we, us.

The Second Person stands for the person *spoken to*; ex.: you, ye, thou, thee.

The Third Person stands for the person *spoken of*; ex.: he, him, she, her, they, them, it.

Nouns are generally of the Third Person, except when a person is called by name, as: Blanche, come here. "Blanche" is then Second Person because the name stands for the person spoken to.

Exercise 29.

Give the Persons of the nouns and pronouns in the following:—

1. Ye crags and peaks, I'm with you once again.
2. Where are you, Mary?
3. Roll on, thou deep and dark blue ocean.
4. The boy stood on the burning deck.
5. The smith, a mighty man is he.
6. Let there be no strife, I pray thee, between thee and me.
7. I found her reading a book to her cousin.
8. Consider the lilies of the field, how they grow.
9. Let me come in, Susan.
10. The maid found them in the parlour, where you left them.
11. If I write to her she will answer me.

LESSON XIII

NUMBER

There are two **Numbers**: the *Singular* and the *Plural*.

The **Singular Number** stands for one; ex.: I, book.

The **Plural Number** stands for more than one; ex.: we, books.

We generally form the plural of nouns by adding "s" or "es"; ex.: table, tables; church, churches.

* The words "her" and "our" may be called pronoun adjectives—why?

Some nouns in "f" or "fe" form their plural in "ves"; ex.: leaf, leaves; self, selves; wolf, wolves, etc.

Nouns ending in "y" preceded by a consonant change the "y" to "i" and add "es"; ex.: lady, ladies; city, cities; fairy, fairies.

Nouns ending in "ey," "oy," "ay" add "s" as: valley, valleys; boy, boys; day, days.

A few nouns form the plural irregularly:—

ox	oxen
child	children
man	men
woman	women
foot	feet
tooth	teeth
goose	geese
mouse	mice

Exercise 30.

Give the plural of:

ally	alley	grass	gas	chimney
poppy	journey	quay	thief	goat
cliff	loaf	dozen	army	donkey
roof	hero	knife	chief	shelf
lily	volcano	glass	daisy	half

LESSON XIV

GENDER

Nouns and Pronouns are divided into four classes or genders: **Masculine, Feminine, Common, Neuter.**

1. All names belonging to the male sex are of the **Masculine Gender**; ex.: king, father, son.

2. All names belonging to the female sex are of the **Feminine Gender** ; ex. : queen, mother, daughter.

3. Names that belong *both* to males and females are of the **Common Gender** ; ex. : parent, cousin, child.

4. Names that belong *neither* to males nor females are of the ***Neuter Gender** ; ex. : city, chair, tree.

Exercise 31.

Arrange the following nouns and pronouns into four classes according to their Gender.

people	niece	aunt	cousin	face
him	friend	workman	maid	guardian
princess	fish	lake	it	teacher
mother	nephew	lady	she	master
thing	sword	gentleman	servant	pupil
ground	relation	mistress	knife	fisherman

The Masculine Gender is distinguished from the Feminine in three ways :—

1. By a *suffix*, or something added at the end.
2. By a *prefix*, or something added at the beginning.
3. By a *different word*.

1. The most common *suffix* is “*ess*.” All the following nouns form their feminine so:—

Baron, count, prince, god, host, Jew, prophet, actor, duke, emperor, negro, and many others.

2. The most common *prefixes* are: *he, she, cock, hen*, as:—

<i>Masculine</i>	<i>Feminine</i>
he-bear	she-bear
he-goat	she-goat

he-wolf
cock-sparrow
bull-elephant

she-wolf
hen-sparrow
cow-elephant

3. Learn the following :—

<i>Masculine</i>	<i>Feminine</i>	<i>Masculine</i>	<i>Feminine</i>
bachelor	maid, spinster	husband	wife
boar	sow	king	queen
boy	girl	lord	lady
brother	sister	master	mistress
buck	doe	monk	nun
bull	cow	nephew	niece
drake	duck	ram	ewe
duke	duchess	sir	madam
earl	countess	son	daughter
father	mother	stallion	mare
fox	vixen	stag	hind
gander	goose	steer	heifer
gentleman	gentlewoman	uncle	aunt
hart	roe	wizard	witch

Exercise 32.

Give the masculine and feminine suggested by :—

sheep	horse	goat	elephant
servant	pig	robin	parent
child	deer	person	relation
fowl	turkey	rabbit	sparrow

The following nouns form their feminine in “a” :—

<i>Masculine</i>	<i>Feminine</i>
czar	czarina
don	donna
sultan	sultana

infante
signor
dauphin

infanta
signora
dauphina

The following nouns form their feminine in "trix":—

Masculine

executor
testator
administrator

Feminine

executrix
testatrix
administratrix

Exercise 33.

Write the feminine of the following nouns:—

Man-servant
count
wizard
hart
buck-rabbit
lord
mayor
czar
bachelor

fox
host
monk
gentleman
stallion
caterer
master
duke
king

bull
hero
uncle
nephew
drake
governor
signor
husband
cock-sparrow

guinea cock
ram
gander
man
sir
actor
executor
boar
elephant

LESSON XV

KINDS OF NOUNS

There are four kinds of nouns: **Proper, Common, Collective, Abstract.**

A **Proper** noun is the name of some particular person or place: London, Susan.

A **Common** noun is the name of one of a class: chair, book, girl, tree.

A **Collective** noun is the name of a number of the same kind collected into one: swarm, herd, audience, senate, crowd.

An **Abstract** noun is the name of some quality, condition or action: goodness, health, walking.

<i>Qualities</i>	<i>Conditions</i>	<i>Actions</i>
warmth	youth	whistling
humility	age	study
beauty	sickness	reading
manliness	wealth	progress
courage	hope	skating

Exercise 34.

Give the proper nouns suggested to you by the following common nouns. Arrange in two columns with headings: Proper, Common.

teacher	person	ruler	queen
boy	ship	dog	state
doctor	street	market	town
country	horse	aunt	church

Exercise 35.

Give the collective nouns suggested by a number of:—

bees	fish	cattle	wolves	laborers
swallows	chickens	soldiers	ships	school-girls
people	sheep	grapes	logs	horses

Exercise 36.

Write the abstract nouns suggested to you by:—

a poor person	a lemon	ice
a train	a mountain	a dreadful accident
an angry person	a sleeping babe	an ivory ball
two friends	an automobile	a rose

a stone	a flying bird	a strong man
a baby	a holiday	a good exercise book
a mob	a yacht	a dinner table

Exercise 37.

Form abstract nouns :—

a. From the following adjectives :—

good	innocent	just	brave	wise
true	slow	long	honest	stupid
pure	clean	curious	bright	bold
strong	hot	full	simple	cruel

b. From the following verbs :—

serve	please	intend	protect	learn
judge	heal	conceal	occupy	deceive
receive	prove	compel	read	expect
think	adore	succeed	inspect	grow

c. From the following nouns :—

slave	boy	man	child	friend
hero	bond	infant	rascal	thief
master	serf	judge	knave	fellow

Note that some nouns may be common in one sense and abstract in another, as :

Youth is the season of hope (abstract).

He is still a *youth* (common).

Exercise 38.

Give sentences illustrating the following nouns both as abstract and common :—

light	wave	step	proof	wonder
organization	relation	passage	measure	character
charm	entrance	device	opening	impression

Exercise 39.

Classify the nouns in the following as Proper, Common, Abstract, Collective :

1. The battleship Maine perished in Spanish waters.
2. Contentment is great riches.
3. Distance lends enchantment to the view.
4. Sight is a great blessing.
5. Henry the Eighth of England had six wives.
6. He was a respected member of the town council.
7. Shepherds watched their flocks by night.
8. Freedom without organization is not a blessing.
9. Earthly power doth then show likest God's when mercy seasons justice.
10. The nation rejoiced at the success of the army.
11. Washington was the first president of the United States.
12. A swarm of bees has but one queen.
13. Large herds of wild buffaloes once roamed in these plains.
14. An army is composed of many regiments, and those regiments are again divided into companies.
15. Good Queen Bess was the last of the Tudor sovereigns; after her death James VI of Scotland ascended the English throne.
16. Absence makes the heart grow fonder, Isle of Beauty, fare thee well.
17. Such a condition of affairs cannot be tolerated in this land of liberty.
18. That great fleet invincible against her bore in vain the richest spoils of Mexico, the stoutest hearts of Spain.
19. His action proved the wisdom of the people's choice.
20. His large library was deeded to the corporation.
21. The choir of St. Stephen's is very well trained by Mr. Jones.
22. The large audience assembled in Carnegie Hall gave courteous attention to the lecturer.
23. The leaning tower of Pisa is one of the seven wonders of the world.
24. She answered with a look of wonder.

25. A tribe is composed of many families.
 26. St. Petersburg is the capital of Russia.
 27. He has bought a new team of horses.
 28. The St. Bernard dog has saved the lives of many travelers in the Swiss Alps.
 29. The jury decided upon a verdict of guilty.
 30. Trust in God, and do the right.
 31. John shows great improvement in his rendering of that passage.
 32. The vicar's request was granted immediately.
 33. Birds of passage wing their way southward when cold weather comes.
 34. Obedience is a virtue.
 35. The foliage of the trees is beautiful in Spring.
 36. Mary returned from Russia by way of the Baltic Sea.

Exercise 40.

Learn to parse nouns and pronouns thus :—

Mary saw us.

Mary	Proper noun, third person, singular number, feminine gender.
us	Personal pronoun, first person, plural number, common gender.

Parse the nouns and pronouns in Ex. 28.

LESSON XVI

TRANSITIVE VERBS

A **Transitive** verb is one that requires an object to complete its meaning; ex.:

I found—what? a ball.

I saw—whom? John.

The **Object** is the noun or pronoun that follows the transitive verb.

Exercise 41.

Write out the following, completing the meaning of the transitive verbs with objects:—

- | | |
|------------------------|----------------------|
| 1. You hurt — | 9. Mother sent — |
| 2. We saw — | 10. The maid broke — |
| 3. John gave — | 11. The boy caught — |
| 4. I blotted — | 12. The cat drank — |
| 5. Mary passed — | 13. The girl wore — |
| 6. Father built — | 14. The man struck — |
| 7. My cousin wrote — | 15. You tore — |
| 8. The cook prepared — | 16. Nurse woke — |

Exercise 42.

With the following transitive verbs make sentences containing Subject, Verb, and Object; underline the object.

*hold	give	freeze	choose	catch
dress	comb	eat	fling	hide
have	get	light	write	draw
buy	find	bit	bring	burn
begin	leave	feel	dig	see
say	set	spend	spoil	tear.

Exercise 43.

Make sentences with these intransitive verbs: they do not require objects, but finish the sentences nicely with an adverb or a phrase; ex.: run: She ran behind the barn.

dwell	lean	go	fly	ride
stand	tread	stride	come	arise
live	cling	creep	dive	fall
bloom	bathe	climb	jump	race

* Use any part of the verb; ex.: I held the little *bird*.

Exercise 44.

Arrange the following sentences thus:—

<i>Subject</i>	<i>Verb</i>	<i>Object</i>	<i>Kind</i>
we	heard	laughter	Transitive
jug	fell	—	Intransitive

1. We heard the laughter of the children.
2. The jug fell on the floor.
3. He made a loud noise.
4. Christmas comes but once a year.
5. We hung the holly over the pictures.
6. The door shut with a noisy sound.
7. I shut the outer door.
8. The picture hangs on the north wall.
9. *Hang your coat on your own peg.
10. We have finished our lessons early to-day.
11. The horse ran wildly down a side street.
12. The flowers are springing up in the park.
13. The gardener is tying up the vine.
14. The silly sheep fell over the precipice.
15. The snow lies deep on the ground.
16. The sun will soon melt the snow.
17. Robbie made a blot on his book.
18. You erased that word very badly.
19. Mother received many letters this morning.
20. Please mail that now.
21. Rain is falling very fast.
22. The flowers will grow quickly after the rain.
23. Put that book in the library.
24. Run away at once.
25. Mary drank some milk at the farmhouse.
26. My watch has just stopped.
27. The policeman stopped the runaway horse.
28. The farmer will soon plough the ground.
29. I bought a pair of gloves.
30. That mistake spoiled my lesson.

* The subject of a verb used to command is "you" understood.

81. We walked along a dusty road.
82. They went in the opposite direction.
83. The cook is making a large cake.
84. John found a robin's nest in a tree.
85. We heard the barking of a strange dog.
86. Rex soon found the stranger.
87. The wind blew the leaves about.
88. Come here and say your lesson.
89. The light shone brightly.
40. The maid broke it yesterday.

Some verbs may be either transitive or intransitive according to the way they are used in a sentence, thus :—

<i>Intransitive</i>	<i>Transitive</i>
1. The day <i>will break</i> soon.	She <i>broke</i> my cup.
2. It <i>hangs</i> on the wall.	<i>Hang</i> the picture up high.
3. She <i>answered</i> quickly.	All <i>answered</i> , "Yes, sir."
4. The clock <i>stopped</i> yesterday.	You <i>must stop</i> that noise.
5. The nurse <i>stole</i> out of the room.	The thief <i>stole</i> much jewelry.
6. I <i>will dress</i> quickly.	Mary <i>dressed</i> my doll.

Exercise 45.

Make sentences using the following verbs transitively and intransitively. Arrange thus :—

spoil				
<i>Trans.</i>	The rain spoiled my dress.			
<i>Intrans.</i>	Poor materials spoil very quickly.			
catch	break	call	blow	turn
see	guess	return	learn	melt
burn	cook	strike	ring	finish
work	beat	sail	feed	steal
shake	leave	slip	stop	give

For further practice in recognising transitive and intransitive verbs, work Ex. 4, 14, 19, 23, 28, after the directions given for Ex. 44.

LESSON XVII

ANALYSIS

The word "**Analysis**" means taking to pieces; we analyse a sentence to show of what parts it is made up.

Every sentence must have the two parts: **Subject** and **Predicate** (Lesson I).

If the verb is transitive, we have also an object.

The **Object** is the noun or pronoun (with words belonging to it) that follows a transitive verb; ex.: I opened *the door of the kitchen*.

The **Extension of the Predicate** may be any words or phrases that tell how, when, where, or why about the verb; ex.:

She spoke *softly* (manner).

We worked *in the garden* (place).

I will do it *at once* (time).

I called *to see you* (reason).

Exercise 46.

Learn to analyse a sentence thus:—

My brother has left his new book on the table.

Subject

Predicate

Object

Extension

My brother

* has left his new book on the table

his new book

on the table (place)

* Underline a transitive verb twice; an intransitive verb once. Always put the verb first in the predicate.

Analyse the following sentences according to pattern :—

1. John cut his finger badly.
2. The sleepy cat lay in the sun.
3. This morning the white hen laid a large egg in the tool-house
4. The farmer sows winter wheat in the fall.
5. Snow covers the tops of the high mountains.
6. Mary bought a new camera yesterday.
7. The boy ran quickly along the dusty road.
8. The girls worked steadily all the afternoon.
9. Baby cut the pictures out of my book.
10. Cousin Sarah likes my pink dress best of all.
11. The setting sun sank down slowly in the western sky.
12. The coachman's son helps the gardener in the garden.
13. The poor woman worked all day long.
14. The tent sheltered them from the heat of the sun.
15. The race horse ran swiftly along the track.
16. Rain fell heavily all the morning.
17. The heat of the sun withered the flowers.

Analyse sentences in Ex. 4 and 44.

Sometimes a sentence contains several statements joined by conjunctions ; each statement is called a clause and must be analysed separately ; ex. : The seeds will grow if we plant them in the garden.

Clause "a"

<i>Subject</i>	|	The seeds
<i>Predicate</i>	|	<i>will grow</i>

"if," Conjunction, joins clauses "seeds will grow," "we plant."

Clause "b"

<i>Subject</i>	|	we
<i>Predicate</i>	|	<i>plant</i> them in the garden
<i>Object</i>	|	them
<i>Extension</i>	|	in the garden (place)

Exercise 47.

Analyse the following sentences:—

1. The blasts of autumn drive the winged seeds
Over the earth; next come the snows, and rain, and frosts, and storms.
2. The Brownie sits in the Scotchman's room,
And eats his meat, and drinks his ale.
3. The shepherd shifts his mantle's fold,
And wraps him closer from the cold;
His dogs no merry circles wheel.
4. I know a bank where the wild thyme blows.
5. The bold Sir Bedivere uplifted him, and bore him to a chapel nigh the field.
6. I stood on the bridge at midnight,
As the clock was striking the hour,
And the moon rose o'er the city.
7. Ten thousand fleets sweep over thee in vain.
8. We laid her with her ancient race
And all the village wept.
9. She spread her little mat of green
And on it danced she.
10. Thy mother sits beside thee.
11. Then a father Priest they sought,
But her watch she did not cease.
12. Then she cast her arms along the golden barriers
And laid her face between her hands.
13. They bore her away from me.
14. She had three lilies in her hand.
15. We left behind the painted buoy
That tosses at the harbour-mouth.
16. Her presence freshens the air,
Sunshine steals light from her face.
17. A light wind blew from the gates of the sun,
And waves of shadow went over the wheat.
18. She loosed the chain, and down she lay;
The broad stream bore her far away.

19. The wrinkled sea beneath him crawls,
He watches from his mountain walls.
20. Long at the window he stood and wistfully gazed on the land-
scape.
21. I take my little porringer,
And eat my supper there.
22. All the world would stare,
If wife should dine at Edmonton,
And I should dine at Ware.
23. A nightingale made a mistake;
She sang a few notes out of tune.
24. The sentinel stars set their watch in the sky.
25. He took thee in his arms, and in pity brought thee home.
26. They fought the dogs, and killed the cats,
And bit the babies in their cradles.
27. Once more he stepped into the street,
And to his lips again
Laid his long pipe of smooth, straight cane.
28. Then Robin Hood put his horn to his mouth,
And blew blasts two or three.
29. His sword was in his sheath;
His fingers held the pen,
When Kempenfelt went down,
With twice four hundred men.
30. I heard on the gale a sound of wall,
And tears came to mine eye.
31. The sea of fortune doth not ever flow;
She draws her favors to the lowest ebb.
32. A king sat on the rocky brow
Which looks o'er sea-born Salamis.
33. Hither shall I never come again.
34. In the cold, moist earth we laid her, when the forest cast the leaf.
35. At last he rose, and twitched his mantle blue.
36. I wiped away the weeds and foam,
I fetched my sea-born treasures home.
37. This child I to myself will take.
38. The curfew tolls the knell of parting day,
The lowing herd winds slowly o'er the lea.
39. One morn I missed him from the accustomed hill.

40. He spoke not a word, but went straight to his work.
41. Cast thy bread upon the waters, and thou shalt find it after many days.
42. The heavens declare the glory of God and the firmament sheweth his handiwork.

S.R.

QUESTIONS ON FIRST YEAR WORK

- ✓ 1. Name the parts of speech, and give an example of each in a short sentence.
- ✓ 2. Name the two parts of a sentence, say how you know each, and give an example of each.
- ✓ 3. What is a noun? Name the four classes of nouns and give two examples of each.
- ✓ 4. What is a pronoun? Name all the pronouns of the First Person; of the Second Person; of the Third Person.
- ✓ 5. What is a verb? Name the eight chief parts of the verb "to be"; four of the verb "to think"; five of the verb "to freeze".
- ✓ 6. Use the following words in sentences as nouns and as verbs: wave, branches, ground.
- ✓ 7. What is a verb phrase? What is the last verb in a verb phrase called? What are the others called? Give a verb phrase consisting of two verbs, another of three verbs.
- ✓ 8. What is an adjective? Write six adjectives with suitable nouns.
- ✓ 9. What is an adverb? Name three kinds of adverbs, and give three examples of each.
- ✓ 10. Use the following words in sentences: first as adverbs, then as adjectives: early, longer, next, higher, round, right.
- ✓ 11. What part of speech may some adverbs be formed from? Give four examples.
- ✓ 12. What is a phrase? Give four sentences containing phrases.
- ✓ 13. Write ten phrases and say what each shows.
- ✓ 14. What is a Conjunction? Write five sentences each containing a different Conjunction.
- ✓ 15. What is an Interjection? Give five examples.
- ✓ 16. Give the part of speech of each word in: The dog guarded his sick master till help came.

J.R.
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 1

17. What Person is the pronoun "I"? give reason; the pronoun "thou"? give reason; the pronoun "they"? give reason.

18. What are the Numbers of Nouns and Pronouns? For what does each stand? Give three examples of each.

19. Arrange in two columns the Numbers of: mouse, glasses, thief, valley, tooth, women, footman, potato, geese, prince, child.

20. Name the four genders, say how you know each, and give three examples of each.

21. Name five nouns of the Common gender and give the Masculine and Feminine suggested by each.

22. What does the word "Neuter" mean? Show how the term applies to the noun "table."

23. Name three ways of distinguishing the Gender of nouns, and give three examples of each.

24. Give the Gender of: drake, ewe, stag, wizard, sow, heifer, bull, mare, vixen, sire, czarina, boar, duke, sparrow.

S.N. = 25. Name the four kinds of nouns, and give definitions of each, and three examples of each.

26. How do you know abstract nouns? Classify the following nouns: love, praise, person, Mr. Smith, mother, poultry, birds, joy, slate, care, Japan, lake, Lake Superior, senate.

27. What is a Transitive verb? Classify the following verbs as transitive or intransitive: catch, go, see, want, expect, write, walk, look, be, stick, give, fill, pause, come, find, share, run, hide.

28. Write sentences showing these verbs both as transitive and as intransitive; steal, turn, break, melt, dress.

S.N. = 29. Name and define the two chief parts of a sentence. Give an example of each.

bb 30. What is Analysis? Analyze the sentence: I like my book very much.

31. Give the part of speech of each word in:

(a) Flowers grow quickly in the early spring days.

(b) The three butterflies felt very wet, and tried to dry themselves in the warm sunshine.

32. What is an object? Give three sentences each containing an object.

33. What is the Extension of the Predicate? Write three sentences, each showing a different kind of Extension.

SECOND YEAR COURSE



LESSON XVIII

DEFINITIONS OF THE PARTS OF SPEECH

A ¹ Noun is a name ; ex. : The *child* is careful.

A ¹ Pronoun is a word used instead of a noun ; ex. : *He* called yesterday.

A ¹ Verb is a word used to assert about a subject ; ex. : The little bird *saw* me.

An ¹ Adjective is a word used to qualify some noun or pronoun ; ex. : I found a *heavy* purse. She looks *happy*.

An ¹ Adverb is a word used to modify some verb, adjective, or other adverb ; ex. : The hare ran *swiftly*.

A ¹ Preposition is a word placed before a noun or pronoun to show its relation to some other word in the sentence ; ex. : We walked *in* the woods.

A ¹ Conjunction is a word used to join sentences and parts of sentences ; ex. : Mary *and* Jane may go.

An ¹ Interjection is an exclamation ; ex. : *Hurrah* ! 'he has won.

¹ L. nomen = a name. ¹ L. pro = for, nomen = a name. ¹ L. verbum = the word. ¹ L. ad = to : jectus = added. ¹ L. pre = before ; pono = I place. ¹ L. Con = together ; junctus = joined. ¹ L. inter = between ; jectus = added.

Exercise 48.

TABLE FOR PARTS OF SPEECH

Note to Teacher.—From this stage on, the writer has found it advisable to give such an exercise as this every third lesson, and invariably to follow it by analysis of the same sentences.

Learn to arrange the words of a sentence in eight columns, thus :—

The girls liked him because he brought them the first wild roses.

In thy right hand lead with thee

The mountain nymph, sweet Liberty.

<i>Subject</i>	<i>Verb</i>	<i>Object</i>	<i>Preposition.</i>	<i>Object</i>	<i>Adjective</i>	<i>Ad-verb</i>	<i>Con-junction</i>
girls c. n.	liked tr.	him p. p.	(to)	them p. p.	the art. first or. nu. wild des.		because
he p. p.	brought tr.	roses c. n.					
(thou) p. p.	lead tr.	nymph c. n.	in	hand c. n.	thy poss. pro.	.	
			with	thee p. p.	right des. mountain c. n. sweet des.		
	*Liberty	— Proper noun		in appos.	to "nymph"		

The Article Adjectives "a," "an," "the" need be written but once in a lesson.

* [Any construction that will not fit under the above headings should be written across the page : Nouns in Apposition, Nouns in Address, nouns in possessive case, nouns used absolutely, participles relating to nouns, objects of participles and infinitives, preparatory "it" and "there". This exercise will greatly aid the pupils in recognizing not only the parts of speech, but also the cases of nouns and pronouns.]

[Pads for this Exercise may be obtained from William R. Jenkins Co., 851, 853 Sixth Avenue.

LESSON XIX

CASE

Nouns and pronouns have three cases : **Nominative, Possessive, Objective.**

The **Nominative** case comes before the verb and is the subject of the sentence ; ex. : *I see you.*

I	Personal pronoun, first person, singular number, common gender, nominative case, subject of the verb " <i>see.</i> "
---	--

The **Possessive** case denotes possession and comes before the thing possessed ; ex. : This is *John's* hat.

John's	Proper noun, third person, singular number, masculine gender, possessive case, governed by the noun " <i>hat.</i> "
--------	---

The Possessive case is written with an apostrophe and s ('s).*

The **Objective** case comes after a transitive verb or after a preposition ; ex. : I saw *you* in the *park.*

you	Personal pronoun, second person, singular number, common gender, objective case, governed by the transitive verb " <i>saw.</i> "
-----	--

park	Common noun, third person, singular number, neuter gender, objective case, governed by the preposition " <i>in.</i> "
------	---

* If the word ends in "s", place the apostrophe after the s, as *Mr. Williams'* house, the ladies' room.

Exercise 49.

Give the case of each noun and pronoun in the following:—

1. King John signed Magna Charta at Runnymede.
2. King John's followers lost his crown in the rising tide.
3. Mary and her brother are going out for a long walk.
4. The Britons made sacrifices of human creatures.
5. Your uncle's house in Park Avenue contains many treasures.
6. Queen Mary's pet dog accompanied her to the scaffold.
7. Have you read many of Scott's novels?
8. Put those books into your desk now.
9. Two roads lead from the town to the right bank of the river.
10. I went there yesterday with your mother's consent.
11. Among the questions we found one of great interest.
12. Queen Victoria ruled over England for sixty-four years.

For further practice, use Ex. 44, 46, 47.

LESSON XX**COMPARISON OF ADJECTIVES**

Descriptive adjectives and some adverbs have three degrees of comparison: **Positive, Comparative, Superlative.**

The **Positive Degree** is the adjective in its simple form; ex.: kind, large, small.

The **Comparative Degree** is the adjective expressed in a higher or lower degree; ex.: kinder, larger, smaller.

The **Superlative Degree** is the adjective expressed in its highest or lowest degree; ex.: kindest, largest, smallest.

We generally form the comparative by adding "*er*" to the positive, and the superlative by adding "*est*" to the positive;

but if the word has more than one syllable, we often prefix the adverbs *more* and *most*; *less* and *least*; as,

<i>Positive</i>	<i>Comparative</i>	<i>Superlative</i>
beautiful	more beautiful	most beautiful
careful	less careful	least careful

A few adjectives may be compared either way :—

<i>Positive</i>	<i>Comparative</i>	<i>Superlative</i>
lovely	more lovely	most lovely
lovely	lovelier	loveliest

The following adjectives are compared irregularly :—

<i>Positive</i>	<i>Comparative</i>	<i>Superlative</i>
good, well	better	best
bad, ill, evil	worse	worst
little	less	least
late	later, latter	latest, last
much, many	more	most
far	farther, further	farthest, furthest
fore	former	foremost, first
old	older, elder	oldest, eldest
near	nearer	nearest, next

The **Comparative** is used when we speak of two; ex.: I am *taller* than Jane.

The **Superlative** is used when we speak of more than two; ex.: She is the *best* in the class.

Exercise 50.

Compare the following adjectives :—

noble	pale	handsome	careful	kind
exact	good	thoughtful	little	red
thin	much	hardy	brave	coarse
late	old	many	evil	humble
near	far	bad	happy	long
improve	attractive	generous	ill	kingly

Exercise 51.

Name the degrees of the adjectives in the following :—

1. Solomon was the wisest of men.
2. I am taller than you.
3. Which is the better of the two ?
4. This is superior to that.
5. Iron is the most useful metal.
6. She is wiser than most mothers.
7. London is the largest city in the world.
8. London is larger than any other city.
9. Answer the next question.
10. He was the foremost in the fight.
11. Evil ways bring their own punishment.
12. Those goods are of inferior quality.
13. This is the farthest point yet reached.
14. This is less valuable than that.
15. She was first in the class.
16. This cloth is preferable to that.
17. He has most superior manners.
18. This is the nearer way to the great city.
19. The boy walked into the thickest part of the gloomy wood.
20. Gold is the most precious of all metals.
21. Gold is more precious than any other metal.
22. Milk is a wholesome food.
23. John always goes the longest way round.
24. The bird sang on the topmost bough.
25. The upper windows were all closed.
26. I have no more excuses to offer.
27. Mary is older than Jane, but Susan is the eldest.
28. On a former occasion he refused to accept the least assistance.

Exercise 52.

Supply suitable adjectives :—

1. The family consists of two only, and Jane is the —
2. This is — than that, but this is the — of all.
3. This work is — to that.

4. Buffalo is * — north than New York.
5. He walked a — distance than we.
6. The — your effort, the — will be your success.
7. Who is the —, you or I?
8. Mary is — — than any other girl I know.
9. Who is the —, Mary, Susan, or Jane?
10. She may be —, but we shall be the — there.
11. Have you read Mrs. Humphrey Ward's — book?
12. This is an — edition of that same book.
13. Iron is the — — of metals.
14. Iron is — — than any other metal.

LESSON XXI

DIRECT AND INDIRECT OBJECTS

Some verbs may take two objects after them, one called the **Direct**; the other, the **Indirect**.

The **Direct object** is the object of the thing, and is always governed by the transitive verb.

The **Indirect object** is the object of the person, and is always governed by a preposition (expressed or understood), usually "*to*" or "*for*."

I gave *John* (indirect) a *book* (direct).

I gave a *book* (direct) to *John* (indirect).

The following verbs often take two objects: give, take, borrow, lend, buy, sell, teach, carry, etc.

Exercise 53.

Arrange the following exercise thus:

<i>Subject</i>	<i>Verb.</i>	<i>Direct Obj.</i>	<i>Indirect Obj.</i>
I	will give	book	(to) you

* "*Farther*" and "*farthest*" are used in reference to stationary points; Boston is *farther* north than New York: but you went *further* than we.

1. I will give you your book to-morrow.
2. Show me your last lesson.
3. That man owes his tailor one hundred dollars.
4. Miss Smith taught my cousin French three years; her pupil gave her much trouble.
5. My aunt sent me a basket of fruit because I knitted her a tie.
6. That man sold our farmer a poor horse.
7. She asked me many questions about my visit.
8. Owe no man anything.
9. We did him many favors for which he gave us no thanks.
10. He paid the men the wages that they earned last week.
11. Mother gave baby a doll that pleases him greatly.
12. This is the Jersey cow for which I paid the farmer eighty dollars.
13. God, who gave us life, gave us liberty at the same time.
14. These are the birds that the fowler left for you.
15. His uncle left him a thousand dollars in his will.
16. Show me how nicely you can do that.
17. The sailor told us many strange stories of the lands that he had visited.
18. Gold cannot buy you health.
19. I bade him farewell with a heavy heart.
20. Repeat that to me again.

Exercise 54.

Learn to analyse the above sentences thus:—

Clause "a"

<i>Subject</i>	The sailor
<i>Enlargement of Subj.</i>	the
<i>Predicate</i>	told us many strange stories of the lands
<i>Object</i>	1. many strange stories of the lands (direct) 2. (to) us (indirect)
<i>Enlargement of Obj.</i>	many strange of the lands

Clause "b"

<i>Subject</i>	He
<i>Predicate</i>	had visited that
<i>Object</i>	that

LESSON XXII (a)

CASE-FORMS OF PRONOUNS*

<i>Nominative</i>	<i>Possessive</i>	<i>Objective</i>
I	my, mine	me
thou	thy, thine	thee
he	his	him
she	her, hers	her
it	its	it
we	our, ours	us
you	your, yours	you
they	their, theirs	them

LESSON XXII (b)

KINDS OF PRONOUNS

1. **Personal Pronouns** show by their form whether they stand for the person speaking, the person spoken to, or the person spoken of; ex.: I, thou, he, she, it, we, you, they, and their objective forms.

2. **Relative Pronouns** are used to relate back to some noun or pronoun going before, called the antecedent; ex.: This is the table *that* stands here.

3. **Interrogative Pronouns** are used in asking questions; ex.: *Who* did that?

* Where there are two forms, the first is a possessive pronominal adjective.

4. **Demonstrative Pronouns** are used to point out things near or far off; ex.: *This* is pretty. I prefer *that*.

5. **Indefinite Pronouns** are used to refer indefinitely to the persons or things for which they stand; ex.: A *few* stayed longer. I have *some*

TABLE OF PRONOUNS

1. Personal.	I, thou, he, she, it, we, you, they, etc.
2. Relative.	Who, which, what, that.
3. Interrogative.	Who? which? what?
4. Demonstrative.	This, that, these, those, such.
5. Indefinite.	Some, one, none, both, few, any, many, several, all, etc.

LESSON XXII (c)

RELATIVE PRONOUNS

Rule 1. A Relative Pronoun must agree with its antecedent in person, number, and gender; but its case depends upon its position in the sentence.

Children who	<i>who</i> are diligent make progress. Relative pronoun, third person, plural number, common gender to agree with its antecedent " <i>children</i> ;" Nominative case, subject of verb " <i>are</i> ."
-----------------	--

Rule 2. A Relative Pronoun must stand as near as possible to its antecedent, so sometimes the object of a verb comes before the subject: ex.: This is the house *that* Jack built (Jack built that).

Parse the relative pronouns in the following exercises.

Exercise 55.

1. Here is the girl that did the work.
2. I saw the man who shot the bear.
3. This is the rat that ate the malt.
4. Jock was the horse that won the race.
5. Jane picked the rose which bloomed this morning.
6. Against the capitol I met a lion who glared upon me.
7. It was the king who decided upon that plan.
8. He told a story that was ridiculous.

Exercise 56.

1. This is the doctor of whom I spoke.
2. You are the man that I want.
3. Tell me the story that you told my sister.
4. Here is the man to whom I gave the message.
5. The farmer lost the money which he had hidden in his barn.
6. I bought the cow that you sold yesterday.
7. He earned the sum of money which he needed.
8. He is the boy whom you addressed yesterday.

Exercise 57.

1. The book that you gave me proved very interesting.
2. The picture which he painted last year was sold at the exhibition.
2. People whom you love trust you.
3. The play that he composed first won him great renown,
4. Dresses that you made last year are now out of style.
5. Lessons that are not done well must be repeated.
6. The boat we expected yesterday has just arrived.
7. The letter that you destroyed was a valuable one.
8. Food that you waste you may need.

Note that in the last eight sentences the relative may be omitted, but, if omitted, you must supply it in both analysis and parsing to make the construction complete.

Exercise 58.

Point out the pronouns in the following sentences and state the kind of each :—

1. Many are called but few are chosen.
2. If you know aught of this matter, tell it to these honourable gentlemen.
3. He suspects every one that helps him.
4. He even doubts me who am his best friend.
5. That proved more interesting than you expected.
6. Some one ought to have told me of that.
7. Who said so ?
8. All of which proves that he does not understand what he is talking about.
9. Whoever said so made a mistake.
10. She told a falsehood and that was infinitely worse.
11. Of whom are you speaking ?
12. These are prettier than those that I brought you.
13. The men who volunteered had started on their perilous task.
14. Take whichever you please.
15. She would like some of that.
16. I have seen no one to-day.
17. They will not tell her what we saw.
18. One may think that, but not say it.
19. I thought he had some, but he has none.
20. There are a few in the drawer.
21. Whom do you want ?
22. The story which you told me is incredible.
23. All had a most interesting time.
24. He wanted some pineapples, but I have not seen any to-day.
25. What are you doing with this ?
26. Some say he was never seen after that.
27. It was a charming story that you told us last night.
28. I want some, but there is none at hand.
29. Both were faulty.
30. These are the books that he wished to read.
31. None of us is perfect.
32. Who told you that ?
33. What are they prepared to tell the others ?

XXIII

COPULATIVE VERBS

Rule : The verb *to be* and all other copulative verbs take the same case after them as before them.

Reason : Because the noun or pronoun coming after the verb means the same as the subject.

Ex. : John is a good *boy*. It was *I*.

I | Personal pronoun, first person, singular number, common gender; Nominative case after the copulative verb "was."

In Analysis, this noun or pronoun is called the **Predicate Nominative**.

<i>Subject</i>	|	John
<i>Predicate</i>	|	is a good boy.
<i>Pred. Nom.</i>	|	a good boy

Sometimes an adjective which qualifies the subject follows the copulative verb; this is called the **Predicate Adjective**.

Ex : John is *good*. That was *kind*.

<i>Subject</i>	|	That
<i>Predicate</i>	|	was kind
<i>Pred. Adj.</i>	|	kind

kind | Descriptive adjective, qualifies the pronoun "that," positive degree.

LIST OF COPULATIVE VERBS.

be	become	grow
look	seem	appear
sound	taste	smell
prove	continue	sit, etc.

Exercise 59.

In the following sentences tell whether a predicate nominative or a predicate adjective follows the copulative verb and give the case of the nouns.

1. That looks fine.
2. She grows a tall girl.
3. He remained private secretary for many years.
4. Sit upright in your chair.
5. The pie tasted tart.
6. The milk turned sour.
7. Those flowers are very pretty.
8. The sword proved a good blade.
9. He looks honest.
10. That will be an interesting story.
11. London is the capital of England.
12. That was he.
13. She became a good student.
14. The cheese smells strong.
15. Those people look well.
16. He seems an intelligent boy.
17. He is your best friend.
18. Their faces grew pale.

Exercise 60.

Arrange the parts of the following sentences thus:—

<i>Subject</i>	<i>Verb</i>	<i>Complement*</i>	<i>Kind</i>
He	was	traitor (P.N.)	cop.
She	will be	helpful (P.A.)	cop.
Boy	spilled	ink (O.)	trans.

1. He was a traitor.
2. She will be helpful to you.
3. The boy spilled the ink on the carpet.
4. Who hurt you?

*A *Complement* may be an object, a predicate nominative, or a predicate adjective.

5. She proved a good mother.
6. The sky looks black.
7. Appearances are often deceitful.
8. Many died martyrs to their country's cause.
9. He gained his liberty after many difficulties.
10. Lizards and snakes are reptiles.
11. In autumn the sumach turns red.
12. He became governor of the new province.
13. Columbus crossed the Atlantic Ocean in 1492.
14. His story will remain a secret between us.
15. I must help you.
16. Saul was crowned king.
17. The child feels happy this morning.
18. It is time you were ready for school.
19. Read that answer to me.
20. Hollyhocks grow tall, and look very handsome.
21. The clouds are heavy with rain.
22. Boston has been called the hub of the universe.
23. I called him many times.
24. Some one made a mistake.
25. The forked branch made a good place for the bird's nest.
26. The example proved easy after all.
27. Miss Brown proved a faithful attendant.
28. He proved the sword before he bought it.
29. The wind blew a gale before morning.
30. The wind blew his hat off.
31. That child will soon make a good student.
32. Queen Victoria knighted Tennyson and Irving.
33. Neither a borrower nor a lender be.
34. The groves were God's first temples.

Some verbs may be *transitive*, *intransitive* or *copulative* according to the way in which they are used, thus:—

	<i>Trans.</i>	<i>Turn</i>
	<i>Intrans.</i>	She turned the light down.
	<i>Cop. (P. N.)</i>	We turned round the corner.
	<i>(P. A.)</i>	Arnold turned traitor.
		He turned white.

	<i>Taste</i>
<i>Trans.</i>	I am tasting your pie.
<i>Intrans.</i>	
<i>Cop. (P. N.)</i>	It tastes a good soup to me.
<i>(P. A.)</i>	This tastes good.

Exercise 61.

See in how many different ways you can use the following verbs : Arrange as above.

- | | | | |
|------------|-----------|-----------|-----------|
| 1. Feel. | 2. Sound. | 3. Blow. | 4. Grow. |
| 5. Sit. | 6. Prove. | 7. Smell. | 8. Make. |
| 9. Remain. | 10. Keep. | 11. Look. | 12. Ring. |

LESSON XXIV

TENSE

Tense means *time*.

The tense of a verb denotes the time in which an action is expressed; Ex.: I *love*, I *loved*, I *shall love*.

There are three principal tenses: the **Present**, the **Past**, and the **Future**.

The *Present Tense* denotes time *now*.

{ I love
I am loving
I do love
I have loved

The *Past Tense* denotes time *gone by*.

{ I loved
I was loving
I did love
I had loved

The *Future Tense* denotes time *to come*.

{ I shall love
I shall be loving
I shall have loved

A *Simple* Tense is one that does not need the help of an auxiliary ; ex. : I love, I loved.

A *Compound* Tense is one that is formed by the help of one or more auxiliaries ; ex. : I am loving, I shall have loved, I may have been loved.

The future tense is always formed by the help of the auxiliaries "shall" and "will."

Learn to conjugate the following tenses of the verb *To Be*.*

Present Tense

I am	We are
Thou art	You are
He is	They are

Past Tense

I was	We were
Thou wast	You were
He was	They were

Future Tense

I shall be	We shall be
Thou wilt be	You will be
He will be	They will be

Exercise 62.

Tell whether the tenses of the following verbs are present, past, or future ; also whether they are simple or compound.

- | | |
|----------------------------------|---------------------------|
| 1. I am going. | 11. Are you coming ? |
| 2. He is. | 12. The maid is gone. |
| 3. He will have finished. | 13. Were you trying ? |
| 4. She did try. | 14. Is he working ? |
| 5. He had gone. | 15. They have waited. |
| 6. I went. | 16. The birds flew. |
| 7. The child was sleeping. | 17. The bell did ring. |
| 8. He is writing. | 18. They were swimming. |
| 9. The flowers will be blooming. | 19. The clock stopped. |
| 10. The weeds flourished. | 20. The clock had struck. |

* For full conjugation of verb, see page

- | | |
|------------------------|----------------------------|
| 21. I had gone. | 31. Did you hear? |
| 22. I shall be. | 32. Where were you ? |
| 23. We are learning. | 33. Shall we go ? |
| 24. I was working. | 34. They are waiting. |
| 25. She has tried. | 35. They had waited. |
| 26. I had written. | 36. The bird had flown. |
| 27. They work. | 37. They have eaten. |
| 28. I do try. | 38. I shall ride. |
| 29. The men have left. | 39. The clock has struck. |
| 30. The sun has set. | 40. The clock is striking. |

Exercise 63.

Change the verbs in the following sentences to the past tense :

1. The wind blows down the chimney.
2. The boys dive off the bridge.
3. The sun sets early in winter time.
4. Mary always lays her hat in the wrong place.
5. I shake my coat before I hang it up.
6. The bell rings at nine o'clock.
7. Tom swims across the lake easily.
8. The maid wakes the child with her noise.
9. Mother lies down to take a nap in the afternoon.
10. The river flows towards the south.
11. Birds fly southward when the cold comes.
12. Cannibals slay and eat their prisoners.
13. The river Nile overflows its banks.
14. The children set their things in order.
15. You sit up straight.
16. She bears her trials nobly.
17. The water I drink is very wholesome.
18. He lies in the shade at noon.
19. The leaves fall early this year.
20. The rising flood overflows some valuable land.
21. I set the pitcher on the side-board.
22. The landscape lies before me.

LESSON XXV

INFINITIVES AND PARTICIPLES

The **Infinitive** is the name of the verb; ex. : to love, to be.

The “to” here is not a preposition; it is part of the verb and is often called the *Sign of the Infinitive*.

Every verb has two **Participles**: the **Present** and the **Past**.

The **Present Participle** always ends in “ing”: loving, doing, going.

The **Past Participle** is found by making a little sentence with “have,” thus, (*I have*) seen.

Exercise 64.

Give the infinitive, the present participle, and the past participle, of the following verbs:—

writes	goes	is	comes	finds
sees	loves	digs	catches	helps
begins	rides	knows	tries	freezes
grows	believes	meets	cuts	rises
buys	sells	gives	does	dives

LESSON XXVI

VERBS—REGULAR AND IRREGULAR

A **Regular Verb** forms its past tense by adding *d*, *ed*, or *t* to the present tense.

love	loved
finish	finished
learn	learnt

An **Irregular Verb** usually forms its past tense by some change in the vowel sound; ex.:

begin	began
freeze	froze
bind	bound

Some irregular verbs have the same form for the present and the past tense; ex.: cut, hit, put, shut, etc.

Exercise 65.

Give the parts of the following verbs according to pattern, and say whether the verb is regular or irregular.

<i>Present Tense</i>	<i>Past Tense</i>	<i>Past Participle</i>		<i>Kind</i>
fling	flung	flung		Irregular
tread	trod	trodden		Irregular
seem	seemed	seemed		Regular
shrink	drive	spin	dive	sing
swim	come	weave	get	steal
wind	believe	swing	lie (recline)	lie
eat	find	swear	fine	strive
slay	sleigh	shape	shake	freeze
move	fly	flow	think	tell
teach	learn	go	be	arise
wake	lay	fetch	knit	hurt
buy	bear	do	receive	take

LIST OF IRREGULAR VERBS

<i>Present*</i>	<i>Past*</i>	<i>Past Participle*</i>
abide	abode	abode
arise	arose	arisen

* These are called the *Principal Parts* of a verb since, given these, the whole verb may be conjugated.

S.R.

<i>Present</i>	<i>Past</i>	<i>Past Participle</i>
✓ am (be)	was	been
✓ awake	awoke, awaked	awaked
bear (bring forth)	bore	born
✓ bear (carry)	bore	borne
✓ beat	beat	beaten, beat
✓ begin	began	begun
✓ behold	beheld	beheld
✓ bend	bent	bent
bereave	bereft, bereaved	bereft, bereaved
beseech	besought	besought
✓ bet	bet	bet
✓ bid (command)	bade	bidden ✓
✓ bid (offer money)	bid	bid
✓ bind	bound	bound
✓ bite	bit	bitten
✓ bleed	bled	bled
✓ blend	blent, blended	blent, blended
✓ blow	blew	blown
✓ break	broke	broken
breed	bred	bred
✓ bring	brought	brought
✓ build	built	built
✓ burst	burst	burst
✓ buy	bought	bought
✓ cast	cast	cast
✓ catch	caught	caught
✓ chide	chid	chidden
✓ choose	chose	chosen
✓ cleave (split)	clove, cleft	cloven, cleft
cling	clung	clung
come	came	come
cost	cost	cost
creep	crept	crept
cut	cut	cut
✓ dig	dug	dug
do	did	done
draw	drew	drawn
drink	drank	drunk

<i>Present</i>	<i>Past</i>	<i>Past Participle</i>
drive	drove	driven
dwell	dwelt	dwelt
eat	ate	eaten
fall	fell	fallen
feed	fed	fed
feel	felt	felt
fight	fought	fought
find	found	found
flee	fled	fled
fling	flung	flung
fly	flew	flown
forbear	forbore	forborne
forget	forgot	forgotten
forsake	forsook	forsaken
freeze	froze	frozen
get	got	got
gild	gilt, gilded	gilt, gilded
give	gave	given
go	went	gone
grind	ground	ground
grow	grew	grown
hang	hung, hanged*	hung, hanged*
have	had	had
hear	heard	heard
heave	hove, heaved	hove, heaved
hew	hewed	hewn
hide	hid	hidden
hit	hit	hit
hold	held	held
hurt	hurt	hurt
keep	kept	kept
kneel	knelt, kneeled	knelt, kneeled
knit	knit, knitted	knit, knitted
know	knew	known
lade	laded	laded, laden
lay	laid	laid

* The man *hanged* himself. I *hung* the coat up.

<i>Present</i>	<i>Past</i>	<i>Past Participle</i>
lead	led	led
leave	left	left
lend	lent	lent
let	let	let
lie (recline)	lay	lain
light	lighted, lit	lighted, lit
lose	lost	lost
make	made	made
mean	meant	meant
meet	met	met
put	put	put
quit	quit, quitted	quit, quitted
read	read	read
rend	rent	rent
rid	rid	rid
ride	rode	ridden
ring	rang	rung
rise	rose	risen
rive	rived	riven, rived
run	ran	run
say	said	said
see	saw	seen
seek	sought	sought
sell	sold	sold
send	sent	sent
set	set	set
shake	shook	shaken
shed	shed	shed
shine	shone	shone
shoe	shod	shod
shoot	shot	shot
show	showed	shown, showed
shred	shred, shredded	shred, shredded
shrink	shrank	shrunk
shrive	shrove, shrived	shriven, shrived
shut	shut	shut
sing	sang	sung
sink	sank	sunk

<i>Present</i>	<i>Past</i>	<i>Past Participle</i>
sit	sat	sat
slay	slaw	slain
sleep	sleep	asleep
slide	slid	slidden, slid
sling	slung	slung
slink	slunk	slunk
slit	slit	slit
smite	smote	smitten
sow	sowed	sowed, sown
speak	spoke	spoken
speed	sped	sped
spend	spent	spent
spill	spilled, spilt	spilled, spilt
spin	spun	spun
spit	spit	spit
split	split	split
spread	spread	spread
spring	sprang	sprung
stand	stood	stood
steal	stole	stolen
stick	stuck	stuck
sting	stung	stung
stink	stunk	stunk
strew	strewed	strewn
stride	strode	stridden
strike	struck	struck, stricken
string	strung	strung
strive	strove	striven
swear	swore	sworn
sweep	swept	swept
swim	swam	swum
swing	swung	swung
take	took	taken
teach	taught	taught
tear	tore	torn
tell	told	told
think	thought	thought
thrive	throve, thrived	thriven, thrived

<i>Present</i>	<i>Past</i>	<i>Past Participle</i>
throw	threw	thrown
thrust	thrust	thrust
tread	trod	trodden
wake	woke, waked	woke, waked
wear	wore	worn
weave	wove	woven
weep	wept	wept
wet	wet	wet
win	won	won
wind	wound	wound
wring	wrung	wrung
write	wrote	written

LESSON XXVII

MOOD

The word **Mood** means *manner*.

The **Mood** of a verb is the *manner* in which an action is expressed.

There are three moods: the **Indicative**, the **Imperative**, the **Subjunctive**.

The **Indicative Mood** is used to state a fact or to ask a question.

It *was* he (fact—declarative sentence).

Who *did* that? (question—interrogative sentence).

The **Imperative Mood** is used to command or to entreat:

Go away (command).

Help or we perish (entreaty).

The subject of a verb in the Imperative mood is usually "thou" or "you," understood.

The Subjunctive Mood is used to express a wish, a doubt, or a supposition. **X**

Wish —I wish I *were* he.

Doubt —It is uncertain whether he *be* guilty.

Supposition —If I *were* you I would go.

The Subjunctive mood is frequently introduced by one of these conjunctions: if, that, though, except, lest, unless, till, until, whether.

A wish is sometimes expressed without a conjunction in a short sentence, thus:

Long *live* the king.

May you *be* happy.

Sometimes the conjunction is omitted and then the subject comes after the verb or after the first auxiliary.

Were I you, I would not do that.

Had he *been* there, that would not have happened.

Exercise 66.

Give the mood of the verbs in the following sentences, and state the reason in each case.

- a. 1. Will you come with me ?
2. Mary may be able to help you; ask her.
3. We might yet be in time.
4. That example is very easy; you certainly can do it without help.
5. Violets grow in shady places; you can find many in those sheltered nooks.
6. You should always do your best.

7. Do you need assistance ?
 8. Will he be able to go ?
 9. You must close that door.
- b. 1. Drive the cows home carefully, William.
2. Be more attentive.
 3. Ask and it shall be given unto you.
 4. Seek ye the Lord while he may be found, call ye upon him while he is near.
 5. Choose ye whom ye will serve.
 6. Incline thine ear unto me and save me.
 7. Deliver us from the barbarians.
 8. Let the nations be glad.
- c. 1. May you never regret it.
2. If wishes were horses then beggars might ride.
 3. I would it were now as it was in the days of old.
 4. Fearing they might arrive too late, I sent them yesterday.
 5. If you were to ask me, I should not tell you.
 6. If he were attentive, he would learn.
 7. Though he were rich as Croesus, he could not have it.
 8. Compel them to come in that my house may be full.
 9. I tremble lest they come too late.
 10. If one man injure another he must make amends.
 11. It is time that you were ready.
 12. He looks as if he feared the encounter.

Exercise 67.

Arrange the subjects and verbs of the following sentences in columns, give the mood of each verb, and state why it is in that mood : thus,

<i>Subject</i>	<i>Verb</i>	<i>Mood</i>	<i>Reason</i>
he	will do	Indicative	Fact
(you)	forget	Imperative	Command
I	wish	Indicative	Fact
we	were	Subjunctive	Wish

1. He will do that well.
2. Forget all about it.
3. I wish we were all at home.
4. Repent lest ye all likewise perish.
5. Hallowed be thy name.
6. Consider the lilies of the field, how they grow ; they toil not, neither do they spin.
7. Had I the wings of a dove, then would I fly away.
8. I dreamt I dwelt in marble halls.
9. Eat that you may gain strength for your journey.
10. Thy will be done.
11. Lead us not into temptation, but deliver us from evil.
12. He may try but he will not succeed.
13. May God bless all friends here.
14. Thou art the man.
15. Christ save us all from a death like this.
16. Judge not that ye be not judged.
17. Bring me your book that I may correct it.
18. If thy hand offend thee, cut it off and cast it from thee.
19. I would that I were dead.
20. Strike ere it be too late.
21. Thy money perish with thee because thou hast thought that the gift of God can be purchased with money. .
22. Gather up the fragments that remain that nothing be lost.
23. Be ye angry and sin not.
24. If she had been faithful, I should have known it.
25. Had it rained, the ground would have been wet.
26. We could do it if it were necessary.
27. Consider my plans and try to help me.
28. If it rain to-morrow, we cannot go.
29. She wishes she were with us.
30. Though he slay me yet will I trust in him.
31. Why are so many waiting around ?
32. I will take care that the mistake shall not occur again.
33. Thou art not alone if thou have faith.
34. Set thou a seal upon my lips.
35. What sought they thus afar ?
36. May be the gulfs will wash us down.
37. May I go now ?

38. Let us tell our friends.
39. Heaven help the poor creature!
40. Be thou my protector if he come.
41. May success crown your efforts.

LESSON XXVIII

PARSING OF VERBS

- Rule 1.** A verb must agree with its subject in person and number; ex.: He sees me.
- sees | Verb, irregular, transitive, Indicative mood,
 | present tense; third person, singular number to
 | agree with its subject "*He*."
- Rule 2.** Two or more singular subjects joined by "*and*" take a plural verb; ex.: Mary and John *go* to school together.
- Rule 3.** Two or more singular subjects joined by "*or*" or "*nor*" take a singular verb; ex.: Either mother or father *is* at home.

Exercise 68.

Parse the verbs in the following sentences:—

1. Honour thy father and thy mother.
2. The time will come when you must go to school.
3. I tremble lest she come too late.
4. John and James are faithful students.
5. Either the master or the servant is in the wrong.
6. Perhaps we can finish your dress to-day.
7. If Jack were a dull boy, he could not learn his lessons so quickly.
8. Compel them to come in that my house may be full.
9. Thou shalt not bear false witness against thy neighbor.

10. A chieftain to the Highlands bound cries, "Boatman, do not tarry."

11. Who calls?

12. Consider the lilies of the field.

13. A stitch in time saves nine.

14. Where did you put it?

15. Pray that ye enter not into temptation.

16. Love me, love my dog.

LESSON XXIX

ADVERBS

An **Adverb** is a word used to modify a verb, an adjective, or another adverb.

Adverbs of Time, Place, and Manner generally modify verbs. (Review Lesson 8).

Adverbs of Degree modify either verbs, adjectives or other adverbs. They answer the question, How much? How little?

	<i>Adverbs</i>	<i>Adjectives</i>
She looks	very	happy
They seem	most	careful
You are	too	particular
They are	exceedingly	rich
	<i>Adverbs</i>	<i>Adverbs</i>
He did it	very	cheerfully
She walks	so	slowly
He sang	most	cheerily
You came	too	soon

"Not," "no," "nay," are Adverbs of Negation.

"Yes," "yea," "certainly," are Adverbs of Affirmation.

Exercise 69.

Write out the adverbs in the following sentences, tell the kind of each and say what each modifies :—*

1. You must do that very often.
2. The house faces directly north.
3. He is never quite punctual.
4. The place was too quiet for her.
5. She does her work very quietly.
6. You are perfectly free.
7. The horse was very badly hurt.
8. He is now much stronger again.
9. They entertained us most graciously.
10. She dances extremely well.
11. Her meaning was quite clearly expressed.
12. Don't go too far.
13. I have often gone there before.
14. The sun shone forth suddenly and gloriously.
15. Too many cooks spoil the broth.
16. Write me very long letters.
17. The horse galloped as fast as he could.
18. Her language is usually very well chosen.
19. That has not yet been decided.
20. She received her visitors courteously.
21. Merrily we raced homeward.
22. Was not that rather carelessly done ?
23. He was too angry to think.
24. We were much pleased to find her so strong.
25. The wheat grew tall quickly after the heavy rain.
26. We shall barely have time to finish this to-morrow.
27. With the utmost speed they ran the vessel aground.
28. Those colours are very pleasing.
29. Quite frankly and seriously her mistake was explained.
30. The poor work hard to earn their daily bread.

* Use the headings : Adverb. Kind. Modifies.

Note.—Some adverbs are compared in the same way as adjectives; thus:

<i>Positive.</i>	<i>Comparative</i>	<i>Superlative</i>
soon	sooner	soonest
well	better	best
frankly	more frankly	most frankly
easily	less easily.	least easily

Compare the following adverbs: ill, little, often, fast, much, late, early, near, carefully, merrily.

Note.—Perhaps, possibly, perchance, are sometimes called Adverbs of Doubt.

Caution.—Be careful not to use adjectives in place of adverbs.

Exercise 70.

Supply suitable adverbs in the following sentences:—

1. Come —ly.
2. Have you done that —?
3. She answered —.
4. The waves dashed — up the face of the rock.
5. We value that very —
6. Work — while you work.
7. That is — worth while.
8. He treated me —
9. We expect our aunt —
10. That pen writes —
11. She does her work —
12. They all talk very —
13. She acted —
14. The sisters were dressed — alike.
15. I feel — hurt.
16. The curtain hangs —
17. Speak — and enunciate —
18. He walked — and reached — before the others arrived —

Exercise 71.

Supply the suitable word, and state whether it is an adjective or an adverb and why.

- | | | |
|---|---|---------------------|
| 1. The price was —
The waves dashed —
That was — improbable. | } | high, highly. |
| 2. He looks —
He looked — upon me. | } | cold, coldly. |
| 3. She seems —
She walked — along. | } | quick, quickly. |
| 4. She is singing — to herself.
The potatoes are boiling — | } | soft, softly. |
| 5. She tried — to do it.
The eggs are boiled —
The eggs are — done. | } | hard, hardly. |
| 6. That looks —
That looks — done. | } | right, rightly. |
| 7. That answer was —
That answer was — given. | } | correct, correctly. |
| 8. She dances —
She looks — | } | well. |
| 9. The curtain hangs —
He looks —* to-day. | } | bad, badly. |
| 10. I am — sorry for you.
That was a — treat. | } | real, very. |
| 11. He is — better to-day.
I have — better pictures. | } | some, somewhat. |
| 12. He stood — on that question.
He planted the standard — | } | firm, firmly. |
| 13. How — I am it is all over.
—, that is over now, | } | happy, happily. |

* If you do not like the sound of the adjective in such connection, alter the construction, but do not use an adverb where an adjective is required.

- | | | |
|-------------------------|---|-------------------------|
| 14. She looked — | } | beautiful, beautifully. |
| She sang — | | |
| 15. Will you help me? — | } | sure, surely. |
| — that is long enough. | | |
| I feel — it is correct. | | |

LESSON XXX

ADVERB OR PREPOSITION

If the word tells place by itself it is an **Adverb**; ex. : Walk *in* ;

If the word begins a phrase telling place, it is a **Preposition** ;
ex. : He walked *in the garden*.

Exercise 72.

Tell whether the words in *italic* are adverbs or prepositions ;
give the reason in each case :—

1. He went *aboard* the steamer last night.
2. They walked *to* and fro for a long time.
3. Once *inside* the gate she felt safe.
4. All *round* the house were pretty flower-borders.
5. It is time to go *aboard*.
6. We drove *to* the lake.
7. Then she peeped *inside*.
8. The dog ran *round* and round in great excitement.
9. The woods are a pretty sight *in* summer.
10. We opened the door and looked *in*.
11. In climbing *over* the wall she fell.
12. We searched the house *through* and through.
13. *Through* the long corridors we made our way.
14. He lives *beyond* the mountains.
15. The dog ran *behind*.

Exercise 73.

Use the following words first as adverbs then as prepositions.
(See Lesson VI.)

by	across	within	between	before
about	down	since	up	through
below	in	over	above	behind
off	without	after	around	along.

LESSON XXXI

SPECIAL CASES OF NOUNS

I. Nouns in Apposition.

When two nouns* stand together both meaning the same person or thing, the second is said to be in Apposition to the first, and takes the same case as the first; ex.: Bess, the brown horse, is my favorite.

horse	|	Common noun, third person, singular number, common gender, Nominative case in apposition to the noun " <i>Bess</i> ."
-------	--	---

In Analysis, the appositive is the enlargement or modifier of the noun to which it belongs, thus:—

I saw your cousin, Mary, yesterday.

<i>Subject</i>	|	I
<i>Predicate</i>	|	saw your cousin, Mary, yesterday.
<i>Object</i>	|	your cousin, Mary
<i>Enlargement of Object</i>	|	your—Mary (appos.)
<i>Extension</i>	|	yesterday (time)

* Pronouns may stand in apposition to nouns or to other pronouns.

Exercise 74.

Give the case of the appositives in the following sentences :—

1. Your friend, Doctor Brown, helped me greatly.
2. I saw him with his cousin John.
3. She was much interested in Jack the Giant-killer.
4. My horse, Rex, is a fine creature.
5. It cost me a large sum of money, five thousand dollars.
6. Jack raised Rover, the prize dog.
7. His favorite flower, the rose, grew all around the house.
8. He tends them all, rich and poor alike.
9. They are all very happy together.
10. I myself saw him do it.
11. The poet, Edmund Spenser, wrote the "Faerie Queene".
12. New York, the largest city in America, stands on the Hudson.

Exercise 75.

Give sentences using appositives with the following nouns :
(punctuate carefully.)

- | | | |
|---------------------|----------------------|-------------------|
| 1. Columbus. | 2. Henry the Eighth. | 3. Mr. Smith. |
| 4. The fairy story. | 5. Ivanhoe. | 6. Chicago. |
| 7. The gold mine. | 8. The painting. | 9. My aunt. |
| 10. The Hudson. | 11. The virtues. | 12. Central Park. |

II. Nouns in Address.

A noun used to call or address a person is said to be a **Nominative of Address**; ex. :

Mary, I want you.
Mother called you, *John*.
Give me a paper, *boy*.

Analysis.

<i>Subject</i>	(you)
<i>Predicate</i>	give me a paper
<i>Object</i>	a paper (direct)
	(to) me (indirect)

Boy. Nominative of Address.

Parsing.

boy	Common noun, second person, singular number, masculine gender, Nominative of Address.
-----	---

III. Nouns in Exclamation.

A noun used by way of exclamation is called a **Nominative of Exclamation**; ex.:

Poor *man*, how he suffered !

What did she do ? unhappy *girl* !

Note that a noun in Address is always used in speaking *to* a person ; a noun in Exclamation is always used in speaking *of* a person.

Parsing.

man	Common noun, third person, singular number, masculine gender, Nominative of Exclamation.
-----	--

Nouns in Address and nouns in Exclamation are often called **Independent Elements*** because they are not necessary to the grammatical construction of the sentence.

* In Analysis, Independent Elements should be placed on a separate line.

Exercise 76.

Arrange in separate columns the nouns used as Nominative of Address, and those used as Nominative of Exclamation.

1. O happy day that gave thee birth !
2. Sail on, O Ship of State.
3. The question, Mr. President, is this.
4. O joy, the victory's won !
5. The boy, oh, where was he ?
6. Accept my thanks, Stranger.
7. Alas ! poor fairy ! could she return ?
8. What kindness ! Was the man grateful ?
9. Drink, pretty creature, drink.
10. Hew down the bridge, Sir Consul.
11. Unfortunate man ! how could he hope to succeed !
12. Enchantress, fare thee well !
13. Alas ! poor Yorick.
14. My fairest child, I have no song to give you.
15. Come, hither, my little daughter.
16. Blow, blow, thou wintry wind.
17. "Thou'rt wrong, my friend," said good king Hal.
18. Ring, happy bells, across the snow.

Exercise 77.

From your poetry book write twelve sentences, six containing nouns used in Address, and six containing nouns used in Exclamation.

LESSON XXXII

A word is not always the *same* part of speech ; it all depends on how it is used in the sentence.

The word "stone" may be used in four ways, and so may be four different parts of speech, thus :—

<i>Noun</i>	|	<i>Stone</i> is heavy.
<i>Adjective</i>	|	There is a <i>stone</i> wall.
<i>Verb</i>	|	They <i>stoned</i> Stephen.
<i>Adverb</i>	|	The poor bird is <i>stone</i> cold.

Exercise 78.

The following words may all be used in three different ways. Show as above what parts of speech each may be.

- | | | | |
|-----------|------------|-------------|-------------|
| 1. after. | 2. above. | 3. down. | 4. right, |
| 5. long. | 6. light. | 7. iron. | 8. calm. |
| 9. lower. | 10. guide. | 11. garden. | 12. spring. |

Exercise 79.

Give the part of speech of each word printed in *italics*.

1. (a) They *winter* abroad. (b) The *winter* is long and dreary. (c) *Winter* weather is here.

2. (a) They went *far* away. (b) He travelled into a *far* country. (c) They came from *far*.

3. A Manx cat has *no* tail. (b) He can walk *no* faster. (c) Mother said "*no*."

4. (a) Look at the *full* moon. (b) The bag is *full*. (c) She knows that *full* well.

5. (a) The horse ran *fast*. (b) The *fast* lasts a week. (c) That is a *fast* colour. (d) We shall *fast* on Friday.

6. (a) They walked on *before*. (b) I saw it *before* me. (c) She heard it the day *before*. (d) Do it *before* she comes.

7. (a) John went *past*. (b) They raced *past* the house. (c) He is grateful for *past* favours. (d) The *past* is beyond recall.

8. (a) We love to *study*. (b) This is the *study* hall. (c) Attend to your *study*.

9. (a) There is a great difference between now and *then*. (b) *Then* I will help you. (c) If mother said so, *then* it must be done.

10. (a) He went *under* for the third time. (b) There are *under* currents in the ocean. (c) I saw it *under* the table.

11. (a) A ball is *round*. (b) *Round* off those corners. (c) We sailed *round* the world. (d) The dog ran *round* and round. (c) Let us make one more *round*.

12. (a) They are all *present*. (b) That is a useful *present*. (c) *Present* your credentials.

PRACTICE IN ANALYSIS AND PARSING

1. She knelt upon her brother's grave,
My little girl of six years old.
2. They have a cheerful warmth—those ashes on the stone.
3. You could teach me, Barbara.
4. We know the forest round us
As seamen know the sea.
5. She gave the lion pangs of terror.
6. I must hang a pearl in every cowslip's ear.
7. When you can pipe that merry old strain,
Robert of Lincoln, come back again.
8. The good old Abbot of Aberbrothok
Had placed that bell on the Inchcape Rock.
9. O, I'm the chief of Ulva's isle,
And this, Lord Ullin's daughter.
10. Fear no more the heat o' the sun;
Thou thy worldly task hast done.
11. I said: "Go up, dear heart, thro' the waves;
Say thy prayer, and come back to the kind sea-caves."
12. Tell me all, my sweetest dove.
13. Shall I meet other wayfarers at night?
14. Many swarms of wild bees descended on our fields.
15. Now came still evening on, and twilight gray
Had in her sober livery all things clad.
16. O father! I see a gleaming light.
17. We left behind the painted buoy
That tosses at the harbor-mouth,
And madly danced our hearts with joy
As fast we fled to the South.
18. The shades of night were falling fast
As through an Alpine village passed
A youth who bore, 'mid snow and ice,
A banner with the strange device, *Excelsior*!
19. My father lived beside the Tyne,
A wealthy lord was he.
20. Come unto these yellow sands,
And then take hands.

21. I sent thee late a rosy wreath.
22. A smile for every day
Makes sunshine all the year.
23. To man she gave in that proud hour
The boon of intellectual power.
24. Roll on, thou deep and dark blue ocean,—roll!
Ten thousand fleets sweep over thee in vain;
Men marks the earth with ruin—his control
Stops with the shore.
25. "Courage," he said, and pointed toward the land,
"This mounting wave will roll shoreward soon."
26. From my heart I give thee joy,—
I was once a barefoot boy.
27. She climb'd the wall, and follow'd him,
Until she came to the forest green,
And there she lost the sight o' him.
28. She sleeps in the night, though she toils in the day,
And merrily passeth her time away.
29. The girls liked him because he brought them the first wild roses,
and the sweetest honeysuckle.
30. Haste thee, nymph, and bring with thee
Jest and youthful Jollity.
31. In thy right hand lead with thee
The mountain nymph, sweet Liberty,
32. While the ploughman near at hand,
Whistles o'er the furrowed land,
And the milkmaid singeth blithe,
And the mower whets his scythe,
And every shepherd tells his tale
Under the hawthorn in the dale.
33. Pour on us torrents of light, good Sun,
Shine in the hearts of my cricketers.
34. There will I make thee beds of roses
And a thousand fragrant posies.
35. Wee, modest, crimson-tipped flower,
Thou'st met me in an evil hour.
36. She grew a noble lady,
And the people loved her much.
37. A friend should bear a friend's infirmities.

38. This is my son, mine own Telemachus,
To whom I leave the sceptre and the isle.
39. She seemed a part of joyous spring;
A gown of grass-green silk she wore.
40. Death had illumined the land of sleep,
And his lifeless body lay a worn out fetter
That the soul had broken and thrown away.
41. Silently one by one in the infinite meadows of heaven
Blossomed the lovely stars, the forget-me-nots of the angels.
42. The snow shall be their winding sheet,
And every tuft beneath their feet shall be a soldier's sepulchre.
43. He on honey dew hath fed,
And drunk the milk of Paradise.
44. I bowed my head to Adam's will;
The cups of toiling men I fill.
45. The curfew tolls the knell of parting day,
The lowing herd winds slowly o'er the lea,
The ploughman homeward plods his weary way.
46. She was a phantom of delight
When first she gleamed upon my sight;
A lovely apparition.
47. Loyalty is the fulfilment of the whole moral law.
48. Consider the lilies of the field, how they grow.
49. Sweet Thames! run softly till I end my song.
50. He who does not rise with the sun does not enjoy the day.

QUESTIONS ON SECOND-YEAR WORK

1. Name the three cases, say how you know each, and give two examples of each.
2. Parse the nouns in: The elephant's tusks are of ivory; men hunt the elephant for its tusks.
3. What parts of speech may be compared? Compare little, many, sure, careful, slowly, early.
4. Name the degrees of adjectives, and say how you use each.
5. Explain the difference between "farthest" and "furthest," "latest" and "last."

VIII

6. Write out the personal pronouns, showing their case forms.
7. Name five kinds of pronouns, illustrate each kind by one sentence, and underline the pronoun.
8. How can you tell the difference between Interrogative pronouns and Relative pronouns? Give an example to illustrate each.
9. What is the rule for the agreement of the relative pronoun? Parse the relative pronoun in: These are the men who made the mistake.
10. What is the proper position for a relative pronoun. Give two sentences, one in which the relative comes as subject, and one in which it comes as object.
11. Give the rule concerning the verb "to be."
12. What do you call the noun coming after some part of the verb "to be"? Why? Write a sentence to illustrate.
13. Name the different parts of the verb "to be."
14. Give a list of copulative verbs and write six sentences, three containing predicate nominatives, and three containing predicate adjectives.
15. Write sentences showing the following verbs used transitively, intransitively, copulatively: turn, blow, keep, grow, make.
16. Analyze the sentence: Lend me your book. What two objects does it illustrate? How do you know each?
17. How many principal tenses are there? Name them and tell what each denotes. Give an example of each.
18. What is a Simple tense? Give two examples. Of what is a Compound tense composed? Give an example.
19. What Auxiliary is needed to form the future tense. Conjugate the future tense of the verb "to go."
20. Conjugate the present and past tenses of the verb "to be."
21. Name the four different ways of conjugating the past tense of the verb "to see". Conjugate the three compound tenses of the verb "to see," past tense, indicative mood.
22. What is an Infinitive? Give the infinitive forms of the verbs: catching, went, been, done, saw, expected, slew, wrote.
23. How many Participles has a verb? Name them, show how you know each, and give an example of each.
24. What is a Regular verb? Name six regular verbs.
25. How does an Irregular verb form its past tense? Name six irregular verbs.
26. Give in columns the present tense, the past tense, and the past participle of: give, go, dive, slay, ring, flow, do, be, write.

27. What do you mean by the mood of a verb? Name the moods and give an example of each.

28. How do you recognize the different moods of verbs? Illustrate by two examples of each.

29. What mood is used to express a wish? Give an example. Name the conjunctions frequently used to introduce that mood, give two examples.

30. Name the moods used in the following sentences and give the reasons for your answer: Heaven guide you on your way. That is sufficient. Water the horses at once. Have you finished? Were that to happen again, I should know what to do.

31. Write the rule for the agreement of the verb, and parse the verb in: May I go now?

32. Give and illustrate by examples the rule for singular subjects joined by "and", and for singular subjects joined by "or" and "nor."

33. Parse the verbs in: Consider the lilies of the field, how they grow. Wait till the last one be gone.

34. Define an adverb. Write three sentences showing what different words an adverb may modify, and parse each adverb.

35. Name the four kinds of adverbs, and give six examples of each.

36. Make sentences using the following words first as adverbs, then as prepositions: above, since, through, in, across.

37. What are nouns in Apposition? Give four sentences using the following nouns as appositives: doctor, butcher-boy, King of England, secretary.

38. Parse the appositives in: Look at the men, those in that boat. Hurrah for the heroes, the soldiers of our regiment! Bulwer Lytton, the novelist, wrote many historical novels.

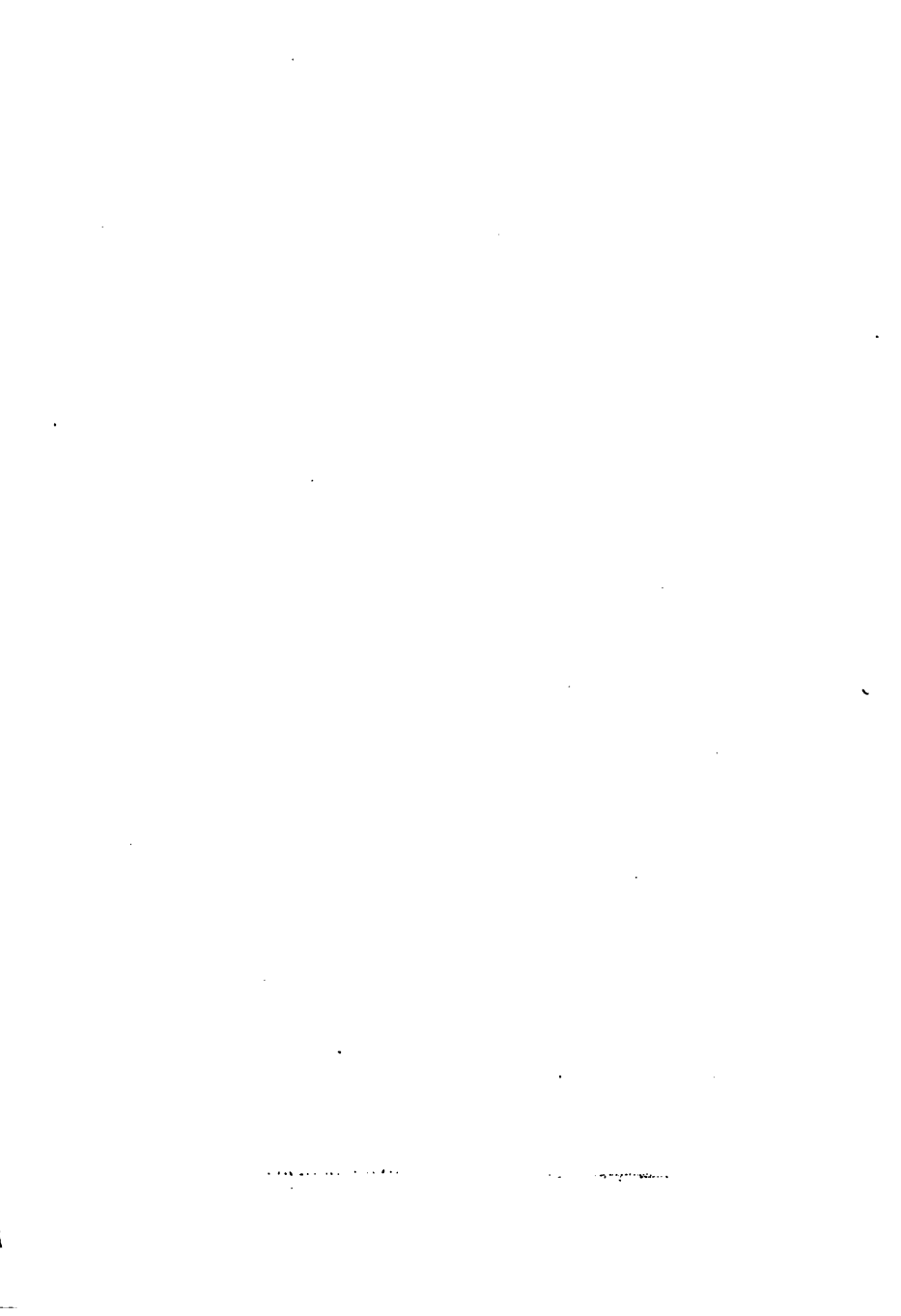
39. What is a Nominative of Address. Write one in a sentence, analyze your example, and parse the nouns.

40. Explain the difference between nouns used in Address, and nouns used in Exclamation; give and parse an example of each.

41. Name, define, and illustrate the eight parts of speech.

42. Why is not the word, "stone" always the same part of speech? Use it in as many different ways as you can.

THIRD YEAR COURSE



LESSON XXXIII

VOICE

Voice is that form of a transitive verb which shows whether the subject acts or is acted upon.

If the subject *acts*, the verb is in the **Active Voice**.

The nurse *washed* the baby.

I *saw* you.

If the subject is *acted upon*, the verb is in the **Passive Voice**.

The baby *was washed*.

You *were seen*.

The Passive voice is always formed by some part of the verb "to be" joined to the past participle of a transitive verb.

Active Voice**Passive Voice****Present Tense**

I love
Thou lovest
He loves
We love
You love
They love

I am loved
Thou art loved
He is loved
We are loved
You are loved
They are loved

In the same way give the past and future tenses, Active and Passive, of the verb "to love."

Exercise 80.

Work the following exercise according to pattern.

(Remember that a transitive passive verb has no object

* For full conjugation of Passive Voice see page

coming after it, because the subject of the sentence is really the object of the action).

<i>Subject</i>	<i>Verb</i>	<i>Object</i>	<i>Kind</i>
We	found	books	tr. A.
Tasks	were finished		tr. P.

1. The battle was won by skilful stratagem.
2. Consider well all the circumstances before you act.
3. Rome was not built in a day.
4. Every lesson is learned with care.
5. Be not deceived by appearances.
6. We always give our friends a warm welcome.
7. Perseverance wins the day.
8. They were taken beyond the city walls.
9. We have been forced to this decision.
10. Every allowance was made for her.
11. We expected you yesterday.
12. Be careful or you will spill that.
13. The city parks are well kept.
14. The picnic was spoilt by a heavy fall of rain.
15. The farmers have been tilling their ground.
16. The harvest is safely garnered
17. The rent has been mended beautifully.
18. The travellers were met at the station.
19. Put that knife in your pocket.
20. His picture was shown at the exhibition.
21. The day has come at last.
22. The baby will be christened on Sunday.
23. The room has been prepared for you.
24. Every one was alarmed at his long absence.
25. The flowers were cut this morning.
26. All those trees have been felled.
27. We shall travel through England this summer.
28. The bell was rung by the new sexton.
29. The house will be burnt to the ground if help does not come soon.
30. The welcome news should be forwarded at once.

For further practice, work in a similar manner Ex. 17, 18.

Every transitive active verb can be turned into the passive voice by taking the object of the transitive verb and making that the subject of the new sentence.

<i>Active</i>	<i>Passive</i>
John sees me.	I am seen by John.
Mary hurt Jane.	Jane was hurt by Mary.
The man will kill the stag.	The stag will be killed by the man.
He is doing his work.	His work is being done.

Exercise 81.

Re-write the following exercise, putting verbs having the active form into the passive voice and verbs having the passive form into the active voice.

(Remember that intransitive verbs have no voice).

1. She laid her bonnet aside.
2. They were walking in the meadow.
3. They borrowed many foreign customs.
4. The nation was saddened by Garrick's death.
5. The hounds scented the hare.
6. Pestilence decimated the population.
7. The sick horse must be killed to-morrow.
8. We were all exhausted by the long journey.
9. It was reported by the newspapers that you would be received by the Mayor.
10. The birds are singing sweetly.
11. The whole town was destroyed by an earthquake.
12. The ground is being prepared by the gardener.
13. The crafty fellow imposed upon us both.
14. They saw the sky darken.
15. The apple tree has been praised by many nations.
16. The light cheered the weary traveller.

Note—When you think the verb is passive, ask yourself:

1. Is it formed by some part of the verb "to be" followed by a past participle?
2. Is the subject acted upon?

Exercise 82.

Tell whether the following verb forms are transitive active, transitive passive, or intransitive; give reason in each case.

is doing	will be completed	was helped
may be found	is destroying	follows
will rain	has been expected	were building
were gathered	can be done	may walk
has finished	has been finished	carry
is preaching	may be seen	are tilling
has awakened	will expect	was answered
had been attempted	has been playing	were looking

Exercise 83.*

Arrange the parts of the following sentences under the headings.

Subject. *Verb.* *Complement.* *Kind.*

Under "Kind" write tr. A.: tr. P.: intr.: cop.

1. His great expectations were never realized.
2. We can do nothing with him.
3. His wants are few.
4. No flocks to slaughter I condemn.
5. My father lived beside the Tyne.
6. A wealthy man was he.
7. They were afraid to go in.
8. Pass the blotting-paper.
- ✓ 9. Beyond doubt the ship was lost.
10. The child is asleep already.
- ✓ 11. We were aroused by a crash.
12. Nothing more can be done.
13. Nothing great was ever achieved without enthusiasm.
14. The place is little changed, Mary.
15. The waters wild went o'er his child, and he was left lamenting.
16. His lifeless body lay a worn-out fetter
That the soul had broken and thrown away.

* Ex. 85a may be worked in the same manner.

17. The father answered never a word,—a frozen corpse was he.
18. Six and two make eight.
19. The sails are scattered abroad like weeds.
20. A lovelier flower on earth was never seen.
21. The trumpet shall be heard on high.
22. Our hearth shall be thy bed ; our house shall be thy fold.
23. Over earth and ocean with gentle motion
This pilot is guiding me.
24. Long at the window he stood.
25. He never felt the witchery of the soft blue sky.
26. That must have been an interesting game.

Exercise 84.

From your history book, write out:—

- a. Six sentences containing transitive active verbs.
- b. Six sentences containing transitive passive verbs.
- c. Six sentences containing intransitive verbs.
- d. Six sentences containing copulative verbs.

LESSON XXXIV

Review Lesson xxii (b).

Reference List of Indefinite Pronouns

Some, one, none, both, few, any, many, several, all, aught, naught, enough, other, another, else, nobody else, someone, no one, every one, somewhat, certain, divers, much, more, most, etc.

Compounds of "thing": something, anything, nothing ; and compounds of "body": somebody, anybody, nobody, are by some grammarians classed as nouns, by others as indefinite pronouns.

Many of these words may be used with a noun following ;

they are then adjectives and are called Indefinite Pronominal Adjectives.

Pronouns

We saw *all*.

Many arrived early.

I have a *few*.

Adjectives

Prove *all* things.

Many people came.

They have *few* friends.

Exercise 85a.

Write in two columns the indefinite pronouns and the indefinite pronominal adjectives in the following.

1. He knew somewhat of the matter, but few people cared to question him.
2. More were invited than could be entertained in the hall.
3. Enough has been said on that subject already.
4. Most of that work seems unnecessary.
5. Several times the same opinions were expressed by both the cousins.
6. Though much has been accomplished, more remains to be done.
7. The whole question is very objectionable to persons of a certain class.
8. These other things need attention before much satisfaction can be expressed.
9. Certain dates form useful pegs on which to hang a knowledge of events.
10. Some strive for wealth ; others, for social distinction.
11. Another has been added to the long list of the many who fail.
12. We are all travellers on the journey of life.
13. Thou hast been faithful over few things, I will make thee ruler over many.
14. Another mistake like that will set at naught all my plans.

LESSON XXXV

USE OF RELATIVE PRONOUNS

Review Lesson XXII (c)

1. The Relatives "who," "whose," "whom," are chiefly used in reference to people, but occasionally also to animals; as:

He is the poet of the dawn who wrote the Canterbury Tales.

There is a reaper whose name is Death.

He whom thou lovest is sick.

I met a lion, who glared upon me.

2. The Relative "which" is used to refer to animals and things, as:

These are the animals which you may see in the Bronx.

He has land which yields abundantly.

As "which" has no possessive form, the relative "whose" is sometimes used instead of "of which," especially in poetry; as:

Thou hadst a voice whose sound was like the sea.

In Old English, "which" was often used in reference to people, as:

"Our Father which art in heaven."

"Which" is sometimes used having a phrase or clause for its antecedent—a practice not to be commended to young writers:

She asked me to call, which I did.

3. The Relative "that" may be used to refer either to persons, or to animals, or to things, as:

He addressed the men that led the attack.

Here are the animals that have been trained.

She lost the letter that had been entrusted to her.

"*That*" is sometimes the object of a preposition standing at the end of the sentence ; as : Here is the man *that* I told you of. This is less formal than : Here is the man *of whom* I told you.

Exercise 85b.

Supply the correct relatives in the following sentences, and give the reason for your choice.

1. The hat — has black feathers is mine.
2. He was a friend — I met abroad.
3. This is the rat — ate the malt.
4. He — is slow to anger is better than the mighty.
5. Where is the lake to — you are taking me ? .
6. This is the place — you sent me to.
7. I, — am your friend, will help you.
8. He is one of those people — cannot be still.
9. The child — parents were drowned has been adopted.
10. The day of — I spoke has arrived.
11. Time — you have lost can never be recalled.
12. We found a guide, — led us through the ruins.
13. We do all — can be expected of us.
14. The crow dropped the cheese, — the fox then ate.
15. She made a design — you will admire.
16. I met a man, — showed me the way.
17. There is the girl ^{whom} — I wish to meet.

Exercise 86.

23 ~~17~~ Review Rule 2, Lesson XXII (c).

Insert the correct verb form and give the reason for your choice.

1. He is a man who (does, do) good in the world,
2. He is one of those who (does, do) good.
3. I, who (is, am) afflicted in like manner, cannot blame thee.
4. She is the first person that (has, have) not asked me the cause.

5. She is one of the few persons that (has, have) not been curious concerning his story.
6. She is one of the sweetest girls that (has, have) ever lived.
7. These are the best books that (has, have) ever been written.
8. Here is the book that (has, have) caused all the mischief.
9. He who (is, are) not against me is on my side.
10. They who (is, are) my friends will help me.
11. My house is one of those that (faces, face) the sea.
12. One of his books that (appeals, appeal) most to me is "Ivanhoe."
13. I am the one who (does, do) that.
14. It is I who (does, do) that.

THE RELATIVE "WHAT."

The Relative pronoun "What" is often called a Compound Relative pronoun as it contains within itself both relative and antecedent: it is equal to "*that which*," and must be so parsed, thus: This is *what* I want.

What = that which.

that	Demonstrative pronoun, third person, singular number, neuter gender, Nominative case, after the copulative verb <i>is</i> .
which	Relative pronoun, third person, singular number, neuter gender to agree with its antecedent <i>that</i> ; Objective case, governed by the transitive verb <i>want</i> .

23 VII

Exercise 87.

Parse "what" in the following sentences:

1. You must do what seems best.
2. Do what is right.
3. What you suggest shall be carried out.
4. This is an account of what is being done.
5. "What" is the word we are talking about.
6. What are you doing?
7. What boat do you sail on?
8. What you say makes no difference.

LESSON XXXVI

POSSESSIVE PRONOUNS

The **Possessive Pronouns** are the possessive forms of the personal pronouns used either as subjects or as objects; as:

Mine is here.

I found *yours**.

That is *his*.

Examine *hers* carefully.

Exercise 88.

Give eight sentences containing the Possessive forms of the Personal pronouns, used either as subjects or as objects.

Learn to distinguish between the Possessive form used as a pronoun, and the Possessive form used as an adjective.

Pronoun

That is *mine*.

Where is *ours*?

Adjective

That is *my* hat.

Look at *our* house.

Exercise 89.

Write eight sentences showing the Possessive forms of the Personal pronouns used as adjectives.

REFLEXIVE PRONOUNS

The **Reflexive Pronouns** are formed from the Personal pronouns by the addition of *self* or *selves*, as, myself, thyself, ourselves, etc.

* Be careful *not* to put the sign of the Possessive case to Possessive pronouns.

Reflexive pronouns are used in two ways:—

- ✓ 1. To show that the action reflects back to the doer, as :
I cut *myself*.
- ✓ 2. For Emphasis; as : I *myself* saw it. Here is the man
himself.

The Reflexive pronoun used for emphasis is usually in apposition to the pronoun to which it belongs.

Note that it is not advisable to use the reflexive pronoun in the place of a personal pronoun in such sentences as, She invited John and *me* to go out driving.

Exercise 90.

Select the reflexive pronouns from the following, and say whether each is used for emphasis or reflexively:—

1. Thou shalt love thy neighbour as thyself.
2. Quit yourselves like men.
3. She herself heard me say so.
4. They let themselves down by a rope.
5. He seated himself by the window.
6. They themselves spread the report.
- ✓ 7. She clad herself in a russet gown.
- ✗ 8. The story itself is incredible.
9. He that wrongs his friend, wrongs himself more.
10. You wronged yourself to write in such a case.
- ✗ 11. At thy appearance fear itself grows bold.
12. Why don't you speak for yourself, John?

DISTRIBUTIVE PRONOUNS

The Distributive Pronouns, *each*, *either*, and *neither*, relate to persons or things considered separately, and so, when used as subjects, they always require a verb in the singular number; as : *Either* is suitable. *Each* of them has one. *Neither* was considered satisfactory.

RECIPROCAL PRONOUNS

The **Reciprocal Pronouns**, *each other*, *one another*, denote that the persons for whom they stand have a mutual relation ; as : They supported *one another*. We love *each other*.

IMPERSONAL PRONOUN

The word *it* is used as an **Impersonal Pronoun** when :—

1. It relates to the condition of the weather ; as : *It* rains.
 2. It is used as a Preparatory word ; as : *It* is useless to go.
 3. It is used indefinitely ; as : He lorded *it* over them.
- Come and trip *it* as you go.

LESSON XXXVII

TABLE OF PRONOUNS

1. Personal	I, thou, he, she, it, we, you, they, etc.
2. Relative	Who, which, what, that, with their compounds, whoever, etc. : sometimes as, but.
3. Interrogative	Who ? Which ? What ?
4. Demonstrative	This, that, these, those, such.
5. Indefinite	Some, one, none, both, few, any, many, several, all, etc.
6. Possessive	Mine, thine, his, hers, its, ours, yours, theirs.
7. Reflexive	Myself, thyself, yourself, himself, herself, itself, ourselves, yourselves, themselves.

- | | |
|-----------------|--------------------------|
| 8. Distributive | Each, either, neither. |
| 9. Impersonal | It (it rains). |
| 10. Reciprocal | One another, each other. |

Exercise 91.

Write out the names of ten kinds of pronouns, write one sentence to illustrate each kind, and underline the pronoun.

Exercise 92.

Select the pronouns from the following sentences, and say to which class each belongs :—

1. Each received a suitable reward.
2. I can approve of neither.
3. Little children love one another.
4. He himself denied all knowledge of such an affair.
5. All of this is mine and thine.
6. Many are called, but few are chosen.
7. Both acknowledged that a mistake had been made.
8. Abandon hope all ye who enter here.
9. I do not like such people as make mischief.
10. Few men but would shrink from such a trial.
11. Whatever you decide, decide quickly.
12. Whoever said that was clever.
13. It has been snowing all day long.
14. For whom did you enquire ?
15. I know what that means.
16. What is he doing at present ?
17. Your house is larger than ours, though neither is very large.
18. Each said he was right.
19. It is doubtful whether he will come.
20. They footed it home.
21. Let me have such men about me as are fat.
22. Both were young and one was fair.
23. I that speak unto thee am he.

24. Which is the more interesting ?
25. Heaven helps those who help themselves.
26. Let those teach others who themselves excel.
27. Such as came received a welcome.
28. I asked who he was and what he wanted.
29. Give this to whoever does the best work.

LESSON XXXVIII

ADJECTIVES

Review Lesson XX.

Some adjectives cannot be compared, because the simple form of the adjective expresses the highest degree of that quality. Some such adjectives are: eternal, round, full, supreme, perfect, straight, right, wrong, untiring, sufficient, dead, chief, universal, genuine, etc.

Other adjectives which cannot be compared are :

1. Those derived from Proper Nouns and so called Proper Adjectives; such as: Christian, Grecian, Italian, German.
2. Those derived from verbs, or participial adjectives: broken, lost, crying, faltering.
3. Those denoting material of which something is made: golden, wooden.

ADJECTIVES USED AS NOUNS

Some adjectives may be used to take the place of a noun in a sentence; ex.: We honour the *brave*. The *strong* should help the *weak*.

Exercise 93.

Tell what adjectives take the place of nouns and say how each is used in the sentence.

1. Blessed are the merciful.
2. Toll for the brave.
3. How are the mighty fallen !
4. To relieve the wretched was his pride.
5. The evil that men do lives after them, the good is oft interred with their bones.
6. The foolish and the dead alone never change their opinions.
7. He acted for the best.
8. The future is before us, we must not mourn over the past.
9. Much always wants more.
10. That is the worst that could have happened.
11. She has little to trouble her.
12. Forget not to do good.

Exercise 94.

Write :—

1. Six sentences containing Proper Adjectives.
2. Six sentences containing Participial Adjectives.
3. Six sentences containing Descriptive Adjectives which will not admit of comparison.
4. Six sentences containing adjectives used as nouns.

Numeral Adjectives may be used as nouns in such sentences as : How many *twos* are there in *six*? *Hundreds* of people saw it.

LESSON XXXIX

KINDS OF ADJECTIVES

1. **Article**—a, an, the.
2. **Descriptive**—careful, kind, etc.
3. **Numeral**:
 - a. **Cardinal**—one, two, three, etc.
 - b. **Ordinal**—first, second, third, etc.
4. **Pronominal**—
 - a. **Demonstrative**—this, that, these, those, such.
 - b. **Indefinite**—some, both, few, any, many, several, all, etc.
 - c. **Possessive**—my, thy, his, her, our, your, their.
 - d. **Distributive**—each, every, either, neither.
5. **Proper**—American, English, etc.
6. **Participial**—striking (clock), torn (dress).

Exercise 95.

X Select the adjectives and say to which class each belongs:

1. That design is prettier than this.
2. Every dog has his day.
3. For a few minutes they were uncertain which * road to take.
3. The mountain path grew steeper step by step.
5. He hath put down the mighty from their seats, and hath exalted the humble and meek.
6. Every cloud has a silver lining.
7. The first shall be last.
8. Into the valley of death rode the six hundred.

* Interrogative pronominal adjective.

9. That kind of thing cannot be tolerated.
10. Those kinds of trees afford fine shade.
11. Two tribes returned from the Babylonian captivity.
12. American exports are of great value.
13. The Armenian atrocities aroused all Europe.
14. There rose a noise of striking clocks.
15. Of the five oceans the Pacific is the largest.
16. She has certain duties for each day of the week.
17. The smell of burnt wood filled the forest air.
18. The loaded cart was drawn slowly by the tired oxen.
19. This sort of work occupies much of her time.
20. The virtuous are fearless.
21. A thousand years are as one day.
22. Which course is the safest ?
23. The work was begun at the eleventh hour.
24. That mistake is a very common one.
25. Build thee more stately mansions, O my soul.
26. Toll for the brave !
27. Kempenfelt went down with twice four hundred men.
28. On the third day he asked what work was being done.
29. We arrived home safe and sound after a most tedious journey.
30. All the people of the Circassian race are white.
31. He counted up to one hundred.
32. The embroidered robe was her first choice.

Exercise 96.

Write out the kinds of Adjectives, and give one sentence to illustrate each kind ; underline the adjective.

LESSON XL

G.

SUBJUNCTIVE MOOD

Review Lesson XXVII.

The **Subjunctive Mood** does not always occur after the con-

junctions *if, that, though*; it all depends whether the verb is used to express a fact or a supposition; as:

Though he *was* sick, he looked well. (Indicative.)

Though he *were* sick, he would not tell me. (Subjunctive.)

I know that the prisoner *is* hanged. (Indicative.)

The sentence is that the prisoner *be* hanged. (Subjunctive.)

Exercise 97.

Write out the following exercise, underline the verbs in the Indicative Mood once, those in the Subjunctive Mood twice.

1. Though he slay me yet will I trust in him.
2. Though he said it, yet I cannot believe it.
3. Though he was a king, he died unattended.
4. Though he were a king, he could not receive greater honour.
5. I do it though he forbids it.
6. I would do it though he forbid it.
7. If tickets were to be had, I should have them.
8. If the tickets are there, give them to me.
9. If the lesson is hard, you must spend more time on it.
10. If the lesson were interesting, it would be easier.
11. Though we were tired, we were satisfied with the work.
12. Though he were tired, he would not acknowledge it.
13. I would that he were here.
14. I heard that he was here.

X The Indicative form is frequently used in many sentences denoting condition; it is more common to hear: "If he arrives in time," than "If he arrive in time;" but we are always careful to use the Subjunctive form:—

1. To express a wish; as: Thy kingdom *come*.
2. To express purpose; as: Gather up the fragments that remain, that nothing *be lost*.

3. To express a supposition contrary to fact, and its consequence; as: If he *were* my son, he *could not have had* more care.

4. After *lest*; as: Take heed lest he *fall*.

Note that the Present Subjunctive denotes future time: Eat lest you *be* hungry; and the Past Subjunctive denotes present time: If I *were* you, I would go.

Exercise 98.

Work this exercise according to pattern given for Ex. 59.

1. There are those who ask not if thine eye be on them.
2. May he never regret the wrong he has done me.
3. O! that I had the wings of a dove, then would I fly away, and be at rest.
4. Honour thy father and thy mother that thy days may be long in the land.
5. Take heed lest a worse thing come upon thee.
6. Mine be a cot beside the hill.
7. If I were with thee I were blest.
8. If the parade be held, I suggest it take place now.
9. They must condemn him so that the law be satisfied.
10. Live temperately that you may live long.
11. Their eyes were holden that they should not see.
12. So I were out of prison and kept sheep, I should be as merry as the day is long.
13. May the best man win.
14. Be thou my protector if he come.
15. Bright star, would I were steadfast as thou art.
16. Evil be to him who evil thinks.
17. If she love me, this believe, I will die ere she shall grieve.
18. God shield the stock! If heaven send no supplies,
The fairest blossom of the garden dies.

LESSON XLI

TABLE OF TENSES

Review Lesson XXIV.

PRESENT TENSE

I love
I am loving
I do love
I have loved

Present Indefinite
Present Progressive
Present Emphatic
Present Perfect

PAST TENSE

I loved
I was loving
I did love
I have loved

Past Indefinite
Past Progressive
Past Emphatic
Past Perfect or Pluperfect

FUTURE TENSE

I shall love
I shall be loving
I shall have loved

Future Indefinite
Future Progressive
Future Perfect

The *Perfect* tenses denote *completed* action.

Present Perfect, completed in time now—I have finished.

Past Perfect or Pluperfect, completed in time gone by—I had finished.

Future Perfect, completed in time to come—I shall have finished.

The *Progressive* tenses denote *continued* action.

Present Progressive, continued in time now—I am finishing.

Past Progressive, continued in time gone by—I was finishing.

Future Progressive, continued in time to come—I shall be finishing.

Exercise 99.

Answer the following questions :—

1. Name the three perfect tenses. Conjugate the future perfect tense of the verb "to complete."
2. How do you form the perfect tenses?
3. Name three progressive tenses. What does the progressive tense always denote? Conjugate the past progressive tense of the verb "to do;" also the present progressive of the verb "to try."
4. How do you form the progressive tenses?
5. Conjugate the past emphatic tense of the verb "to hope." How do you form the emphatic tenses?
6. How would you form the future perfect progressive tense of the verb "to write?"
7. What do the perfect tenses always denote?

x

Exercise 100.

Write out the verbs in the following, and name the tense forms.

1. She enjoys reading. We are enjoying this summer. We do enjoy good music. We have enjoyed your visit.
 2. We expected you earlier. I was expecting that call. She expects her brother. I have expected a scolding.
 3. I shall catch your ball. I shall be expecting you. I shall have been teaching French to those children three years next summer.
 4. The snow is falling rapidly. Snow melts quickly. The snow has been melting all day.
 5. Were you doing your work? Had you done your work? Shall you have done your work? Shall you be doing your work?
 6. I have completed the task. I had completed the task before you arrived. I shall have completed the task in two hours.
 7. I am cleaning everything. He was cleaning the silver. She will be cleaning the house while you are away. She will have cleaned the house before you return. She will have been cleaning the house a whole week before it is done.
- x

Exercise 101.

From the above exercise select all the verbs in the Active Voice, and turn them into the Passive Voice, keeping the same tense form.

LESSON XLII

DEFECTIVE, IMPERSONAL, AUXILIARY VERBS

A Defective verb is one that is wanting in some of its Principal Parts,* and so cannot be conjugated in all the moods and tenses.

List of Defective Verbs

PRESENT TENSE	PAST TENSE	PAST PARTICIPLE
may	might	—
can	could	—
shall	should	—
will	would	—
must	—	—
ought	—	—
—	quoth	—
—	—	† dight (adorned)
—	—	‡ wont (accustomed)

Beware is used only in the Imperative mood.

2. An Impersonal verb is one used only in the third person, singular number, having for its subject the impersonal pronoun *it*; ex.: it rains.

* The principal parts of an English verb are: the present tense, the past tense, and the past participle.

† "Storied windows richly dight." ‡ "Was I wont to do so to thee?"

These verbs may be conjugated in all the moods and tenses.

Other Impersonal verbs are: hail, snow, freeze, thaw, lighten, thunder.

8. An **Auxiliary** verb is one used to help another verb in forming Voice, Mood, or Tense.

The verbs **Be**, **Have**, **Do**, may be used either as **Principal** verbs or as **Auxiliaries**.

Principal verb.

She *is* at home.

I *have* some money.

He *did* that.

Auxiliary.

She *is* going home.

I *have* spent some money.

He *did* say that.

“**Be**” as an Auxiliary is used in two ways:—

1. With a past participle to form the Passive Voice; ex.:
It *is* broken.

2. With a present participle to form the Progressive tenses; ex.: I *am* writing.

“**Have**” as an Auxiliary helps to form the Perfect tenses;
ex.: We *have* done.

“**Do**” as an Auxiliary helps to form:—

1. The Emphatic tenses; ex.: He *does* work hard.

2. The Interrogative conjugation of a verb; ex.: *Do* you go now?

3. The Negative conjugation of a verb; ex.: He *did* not work carefully.

Other Auxiliaries are: **May**, **might**, **can**, **could**, **would**, **should**, **ought**, **must**, **shall**, **will**.

“**May**” and “**might**” are used to express permission* or possibility, as, *May* I do that? (Have I permission?) He *might* try. (It is possible.)

* Therefore in asking permission say “**May** I?” not “**Can** I?”

“**Can**” and “**could**” are used to express power or ability; as: *Can* he cut that down? (Has he the power?) No man *could* do such miracles. (Has the ability.)

“**Must**” expresses necessity or compulsion, as: I *must* try again. He *must* go.

“**Ought**” expresses obligation or duty; as: He ought to go. He ought to have gone.

“**Shall**” and “**Will**” may be used to express futurity, then the tense is conjugated thus:—

I shall	We shall
Thou wilt	You will
He will	They will

If *shall* and *will* also imply determination or intention, conjugate thus:—

I will	We will
Thou shalt	You shall
He shall	They shall.

In asking a question, use the Auxiliary you expect in the answer, thus, *Shall* you go to-night? Answer: I *shall*.

Will you help me? Answer: I *will*.

Never say “Will I?” as that is asking another what your own will is.

In doubtful cases ask yourself: Does the subject control the action? If so, use *will*, as, I will do that for you.

If the subject is controlled by circumstances or by others, use *shall*, as: You shall repent doing that. They shall accompany us.

Should and *would* follow the same rules as *shall* and *will*, thus:—

1. I should do that at once (duty or obligation).
2. They would have their own way (intention).

3. I would do that if I were you (intention).
4. They should have come earlier (obligation).

Exercise 102.

In the following sentences, supply the proper auxiliary :—
may, might, can, could.

1. She told me she — do the work.
2. He says he — cut that down.
3. Mother says we — come.
4. You — look at my work if you — find it.
5. — I go home now ?
6. He — do that if he — try.
7. We — finish it if we had more time.
8. They knew I — be there.
9. We hoped the work — be completed.
10. — you return in safety ?
11. — we finish that now ?
12. — he have come if he had wished ?

Exercise 103.

In the following sentences, supply the proper auxiliary :—
shall, will, should, would.

1. We — gladly promote him if opportunity — arise.
2. You — do your duty and then you — give satisfaction to your employer.
3. I — like to go if Mary — go with me.
4. He — do nothing, though he — have accomplished much.
5. If you — climb too high, you — fall.
6. What — you do if you — lose your money ?
7. I was afraid that we — be late.
8. I — venture to make that suggestion.
9. We — go if you — accompany us.
10. I fear that I — not be able to come.
11. — you help me with this ?

12. — I help you ?
13. If I do not hurry, I — be late.
14. If he does not hurry, he — be late.
15. She — do it whether she — or no.
16. I — be glad to see you if you — come.
17. — we try again ?
18. We — have to go now.
19. We — go with pleasure.
20. She says she — never forget it.
21. I intend that she — never forget it.
22. You — have a happy time if I can give it you.
23. You — have a happy time if you go there.

Exercise 104.

Distinguish between :—

1. She will (shall) not help you.
2. She may (can) not help you.
3. We shall (will) go by the early train.
4. If they disobeyed, they would (should) be punished.
5. What shall (will) the charge be ?
6. They will (shall) not know I have done it.
7. You should (would) not do that.
8. Would (should) you go there now ?
9. He thought I would (should) go there.
10. Shall (will) he do that for you ?
11. He would (could) have done it if he could (would).
12. May it be finished in time ? Can it be finished in time ?
13. Nothing will (shall) disturb our serenity.
14. Shall (will) they come now ?
15. If they should (would) help, would (should) you be pleased ?

LESSON XLIII

TABLE OF AUXILIARIES

1. Auxiliary of Voice

The verb *to be* joined to the past participle of a transitive verb: The wood *was* cut.

2. Auxiliaries of Mood

May, might, can, could, would, should, ought, must, followed by an infinitive; ex.: That *may* be. He *ought* to go.

3. Auxiliaries of Tense

a. **Progressive Tense**—the verb *to be* followed by a present participle.

Present Progressive	—	I am loving
Past	“	— I was loving
Future	“	— I shall be loving

b. **Perfect Tense**—the verb *to have* followed by a past participle.

Present Perfect	—	I have loved
Past	“	— I had loved
Future	“	— I shall have loved

c. **Emphatic Tense**—the verb *to do* followed by an infinitive.

Present Emphatic	—	I do love
Past	“	— I did love

d. **Future Tense**—*shall* or *will* followed by an infinitive.

I shall love
He will love

Note that an auxiliary is always followed either by an infinitive or by a participle.

He can *go* (infinitive). He has *gone* (past participle).

He is *going* (present participle).

Remember :

Be + past participle = Passive Voice.

Be + present participle = Progressive Tense.

Have + past participle = Perfect Tense.

Exercise 105.

Name the tenses used in the following sentences :—

- Aug 9*
1. He has been there several times.
 2. I shall be writing after you have finished.
 3. He had said his lesson before you came in.
 4. We are learning what we shall recite to-morrow.
 5. Mother did approve although you thought it wrong.
 6. She has tried again, but she makes little progress.
 7. We shall have studied grammar four years when we take up rhetoric.
 8. I was practising when I heard you enter.
 9. They will have finished before you, unless you hurry.
 10. The poor horse was exhausted and was sinking fast.
 11. The sun is setting and much work must yet be done.
 12. The stolen goods were found, and the thief was punished.
 13. We have been working since the clock struck six.
 14. I do try to be early, yet I am sometimes late.
 15. The dress is now being finished, and you may wear it to-night.
 16. The work is done, although it was delayed.

LESSON XLIV

SPECIAL VERB-FORMS

Learn the following :—

<i>Verb</i>	<i>Present Tense</i>	<i>Past Tense</i>	<i>Present Participle</i>	<i>Past Participle</i>
Lay (tr.)	lay	laid	laying	laid
Lie (intr.)	lie	lay	lying	lain
Seat (tr.)	seat	seated	seating	seated
Sit (intr.)	sit	sat	sitting	sat
Set (tr. and intr.)	set	set	setting	set
Raise (tr.)	raise	raised	raising	raised
Rise (intr.)	rise	rose	rising	risen

Exercise 106.

In the following exercise, supply the correct form, and state which part of the verb you use, thus:—

1. Lay—Imperative mood of tr. v. *to lay*.

a. Lay, lie

1. — it down.
2. You must not — on the wet grass.
3. She — motionless a long time.
4. The cat likes to — before the fire.
5. The men are — the carpet.
6. She has — there over a year.
7. That hen has — an egg every day.
8. Newfoundland — off the coast of Labrador.
9. Rover, — down.
10. I must — this on the bureau.
11. The dog is — on the mat.
12. The carpet has been — badly this year.

13. You have — there a long time.
14. The army — without the city.
15. The king — siege to Calais.
16. You must — down and rest awhile.

b. Seat, sit, set

1. That hall — ten thousand.
2. — that on the table.
3. The clock — on the mantel.
4. Are you going to — down?
5. The garment — well on you.
6. The hen — on her nest.
7. We are going to watch the sun —.
8. — the child on that chair.

c. Raise, rise.

1. The bread is — in the pan.
2. The men are — a heavy beam.
3. Can you — that?
4. The price of food has — lately.
5. He — his head at the sound.
6. The sun — gloriously this morning.
7. He — up from his seat.
8. He — himself up in his chair.
9. — up and get thee over the brook.
10. — your hands above your head.

LESSON XLV

INFINITIVES AND THEIR USES

Review Lesson XXV.

An Infinitive is partly a verb and partly a noun.

Infinitives of Verb "To Love"

	ACTIVE	PASSIVE
<i>Present</i>	To love	To be loved
<i>Perfect</i>	To have loved	To have been loved

An Infinitive (with or without adjuncts) may be used as an adjective, as an adverb, or as a noun.

1. An Infinitive is used as an adjective when it qualifies some noun,* as, He requested permission *to go*.

2. An Infinitive is used as an adverb when it tells reason about the verb, † as, I came *to see you* (Why did I come?)

3. An Infinitive is used as a noun when it takes the place of a noun either as Subject, Object, or Predicate Nominative, as :

Subject *To fail* is discouraging.

Object I should like *to hear that again*.

Predicate Nominative To forewarn is *to forearm*.

PARSING OF INFINITIVES

/ I expect *to pass* this way again.

to pass

Infinitive, regular, transitive. Active voice, present tense ; used as a noun, object of the transitive verb *expect*.

/ This is the thing *to be done* next.

to be done

Infinitive, irregular, transitive. Passive voice, present tense ; used as an adjective to qualify the noun *thing*.

* It usually *follows* the noun it qualifies.

† Occasionally an infinitive may modify an adjective or another adverb, as: He was willing *to do it*. It is too late *to go*.

✓ I came *to lend* you some assistance.

to lend	Infinitive, irregular, transitive. Active voice, present tense ; used as an adverb of purpose to modify the verb <i>came</i> .
---------	--

Note that an Infinitive phrase may consist of :—

1. An Infinitive with an object ; as, He went *to fetch* it.
2. An Infinitive with an adverbial modifier ; as : He wanted *to look in the box*.
3. An Infinitive with an object and modifier ; as : He wished *to plant the trees along the road*.

Exercise 107.

Write out the Infinitives, and say how each is used and why, thus :—

- Inf. used as adv. mod. v—
- Inf. used as adj. qual. n—
- Inf. used as noun {
 - subj. of v—
 - obj. of v.
 - pred. nom. of v—

1. He had no right to do that.
- ✓ 2. She will have money to spare.
3. My heart goes back to wander there.
4. He robs Peter to pay Paul.
5. Forget not to do good.
6. To-night the winds began to rise.
7. The secret of a good style is to have proper words in proper places.
8. The desire to do increases the power to do.
9. She made no effort to finish the work.
10. To have tried is not sufficient.
11. It is time to go now.
- ✓ 12. To see you here is a surprise.
13. I expect to see that play to-night.

14. His first thought was to help me.
15. We shouted to guide them.
16. Hear me while I have power to speak.

Exercise 108.

1. My fairest child, I have no song to give you,
2. The skipper had taken his little daughter to bear him company.
3. I yearn to breathe the airs of Heaven.
4. The law of Nature is to give.
5. I used to steal his powdered wig,
To steal the staff he put such trust in.
6. Truth from his lips prevailed with double sway,
And fools who came to scoff remained to pray.
7. We have a moment to look upon the stars.
8. His heart was beginning to sink.
9. He hung a bottle on each side to make his balance true.
10. God gives us all some small sweet way to set the world rejoicing.
11. He flung himself down in a lonely mood to think.
12. We always hurt ourselves when we try to hurt others.
13. He taught her to see new beauties in Nature.
14. I come not, friends, to steal your hearts away.
15. The gods are just, and of our pleasant vices
Make instruments to scourge us.
16. Then swift we trip across the snow
To find the gleaming mistletoe.
17. We are wreathing a flowery band to bind us to the earth.
18. The lights begin to twinkle from the rocks.
13. To look at thee unlocks a warmer clime.
20. To give quickly is to give doubly.
21. Thus to relieve the wretched was his pride.
22. Keep working—that is the only way to attain proficiency.

LESSON XLVI

PREPARATORY "IT" AND "THERE"

"It" and "There" are Preparatory Words when they come before the verb, and prepare the way for the subject that comes *after* the verb.

Ex. : *It* * is wrong to do that (to do that is wrong).

There was much to be done (much was to be done).

Exercise 109.

In the following sentences discard the Preparatory Words, and place the subject first :—

1. It is good to be here.
2. It is useless to deny the fact.
3. It requires a long time to know any one.
4. There seems a magic in the name of Christmas.
5. There's a star to guide the humble.
6. There is a pleasure which is born of pain.
7. In the fisherman's cottage
There shines a ruddier light,
And a little face at the window
Peers out into the night.
8. There was saddling and mounting in haste.
9. There's joy in the mountains.
10. In a false quarrel there is no true valor.
11. There was woman's fearless eye,
Lit by her deep love's truth.

* Notice that "it" means the same as the subject, and so may be considered in apposition.

12. 'Twas right, said they, such birds to slay
That bring the fog and mist.
13. It is never too late to give up our prejudices.
14. 'Tis a dull sight to see the year dying.
15. As I sat, over the light blue hills
There came a sound of revellers.
16. There was high feasting held in noble halls,
17. It were shame to slay a sleeping man.
18. There is a reaper whose name is Death.
19. Sweet it was to dream of Fatherland.
20. I grant there is one subject on which it is pleasant to talk on a
journey.
21. In the light of thy countenance there is perpetual day.
22. It is a good thing to give thanks unto the Lord.
23. I am monarch of all I survey ;
My right there is none to dispute.
24. 'Tis a rule of manners to avoid exaggeration.
25. There is nothing so kingly as kindness,
There is nothing so royal as truth.
26. There is a tide in the affairs of men,
Which, taken at the flood, leads on to fortune.
27. There is yet one place of shelter
Where the foeman cannot come.
28. It is a shameful thing for men to lie.
29. In the multitude of counsellors there is safety.
30. It is more blessed to give than to receive.

LESSON XLVII

PARTICIPLES AND THEIR USES

Review Lesson XXV.

A Participle is a word that is partly a verb and partly an adjective.

Participles of verb "to love."

	ACTIVE	PASSIVE
<i>Present</i>	Loving	Being loved
<i>Past</i>	Loved	Loved
<i>Perfect</i>	Having loved	Having been loved

A *Simple* Participle consists of a single word : *buying, bought.*

A *Compound* Participle is formed by the help of an Auxiliary :
having bought, having been bought.

Participles may be used in three ways :—

1. In verb phrases : She *is doing* her lessons. The work was soon *finished*.

2. Before nouns as Participial Adjectives : We caged the *singing* bird. I mended her *torn* dress.

3. Alone, or in phrases relating to nouns* : The robber heard the dog *barking*. They found her *frozen*. The dog, *barking* at the moon, annoyed the neighbours. The trees *planted* in that spot never do well.

Present Participles occurring in phrases may govern a noun in the objective case, as : I saw him writing a letter.

writing	Present participle of the verb "to write," irregular, transitive, Active voice ; relating as an adjective to the pronoun "him."
letter	Common noun, third person, singular number, neuter gender, Objective case governed by the transitive participle "writing."

A Participial phrase may consist of :—

1. A Participle with an object ; as : They came *carrying* huge baskets.

* They may relate to pronouns also.

2. A Participle with an adverbial modifier; as: We heard her *speaking* in a clear tone.

3. A Participle with objects and modifier; as: They came *carrying* huge baskets on their heads.

Exercise 110.

Tell how each participle is used in the following sentences:—

1. The children came running out of school.
2. The hurt lion trusted the poor slave.
3. He was killed doing his duty.
4. Having finished his work, the man was returning home.
5. The gathering clouds warned us of the approaching storm.
6. Her letter was received while you were talking of her.
7. The seed planted this month is already sprouting.
8. Show me the picture of the boy blowing bubbles.
9. This is the dress spoiled by the dressmaker.
10. Being now a big boy he wants to help his father.
11. All interested are invited to attend.
12. We kept the children moving.

Exercise 111.

1. Trailing clouds of glory do we come from God who is our home.
2. Venice sat in state, throned on her hundred isles.
3. The mariners heard the warning bell.
4. His droll little mouth was drawn up like a bow.
5. He lay like a warrior taking his rest.
6. We are the sweet flowers born of sunny showers.
7. From my wings are shaken the sweet dews that waken the sweet buds.
8. Man hath his daily work of body or mind
Appointed, which declares his dignity.
9. From the church came a murmur of folks at their prayers,
But we stood without in the cold blowing airs.
10. It is an ever fixed mark
That looks on tempests and is never shaken.

11. The mariner curseth the warning bird
Who bringeth him news of the storms unheard.
12. They will not keep you waiting at that door.
13. And O the joy that is never won
But follows and follows the journeying sun.
14. I know the secrets of the seeds of flowers
Hidden and warm with showers.
15. Then to the king, Poseidon, he made prayer,
Lifting his hand up to the starry skies.
16. Bare winter suddenly was changed to spring.
17. We heard the distant and random gun
That the foe was sullenly firing.
18. I welcome thee to the scorched land, thou wanderer of the sea.
19. The clouds are broken in the sky,
And through the mountain-walls
A rolling organ-harmony
Swells up, and shakes, and falls.
20. So spake he clouded by his own conceit
And hid Excalibur a second time.

Exercise 112.

Tell how the participles in the following sentences are used :

1. He has finished his lessons.
2. The finished product costs much more.
3. I saw the work finished.
4. The work finished by hand is much neater.
5. These old boards are creaking during the dry weather.
6. The creaking sounds still continued.
7. He went creaking down the stairs.
8. The wheel creaking all the time, annoys him.
9. The flowers growing on the hill-side are anemones.
10. Jane is growing very tall.
11. That is not a growing plant.
12. We are living in Harlem now.
13. The people living in that house are interesting.
14. She loves all living creatures.
15. Living, he was neglected; dead, he regains renown.

16. He is not the expected guest.
17. You were expected yesterday.
18. The guest, expected last Monday, arrived to-day.

Exercise 113.

In this same way, work out the uses of these participles: —

blotted	cleaning	worn	written	shaking
bottled	running	left	dying	broken
loving	defeated	sparkling	folding	sleeping

LESSON XLVIII

GERUNDS

A **Gerund** is a word that is partly a verb and partly a noun,* as, *Planting* trees requires care.

As a gerund is partly a verb, it may govern a noun or pronoun in the objective case; as, Hunting the tiger † affords fine sport; here *tiger* is objective case governed by the gerund *hunting*.

Exercise 114.

Parse the gerunds, and, where the gerund is derived from a transitive verb, the object also.

1. Talking only made the matter worse.
2. I have no pleasure in seeing him.
3. Believing such a story requires great faith.
4. Walking rapidly soon tires me.
5. She is fond of reading historical novels.

* It must be parsed fully as a noun.

† The subject of the verb "affords" is the phrase: "Hunting the tiger."

6. He is ill from working too long.
7. Your saying that does not make it right.
8. He makes a living by catching fish.

Note.—When a noun or pronoun precedes a gerund, that noun or pronoun must be in the Possessive case, as :

I don't like *your* saying that.

He was surprised at *John's* coming.

Exercise 115.

Correct the following sentences :—

1. You saying that makes my task difficult.
2. They accepted on account of Helen being there.
3. We could not land because of the tide turning.
4. The wind blowing from the north made our journey tiring.
- ✓ 5. I have faith in him doing all he says.
6. She has no doubt of Mary doing her best.
- ✓ 7. John returning home surprised me.
8. I am tired of you asking to do that.
9. He has no doubt of the author being an American.
- ✓ 10. I doubt them being sincere.
11. Will you save me going down-stairs?

Exercise 116.

In the following sentences show which words are gerunds, and which nouns :—

1. It was a blessing in disguise.
2. He was in the act of blessing her.
3. The dogs enjoyed the leavings.
4. Leaving old friends often causes much pain.
5. Reading good books is instructive.
6. They were taught reading, writing, and arithmetic.
7. That is an old saying.
8. Saying a thing often helps one to remember it.

Exercise 117.

Write sentences showing the following words first as nouns, then as gerunds :—

acting	feeling	learning
building	rising	offering
repining	spelling	meeting
living	making	hearing

LESSON XLIV

PHRASES ; KINDS AND USES

A **Phrase** consists of two or more words expressing an idea but not containing a finite verb,* as : round the house.

Phrases may be :—

1. **Prepositional**, when they begin with a preposition ; as :
She came *with slow steps*.
2. **Participial**, when they begin with a participle ; as :
The water, *gushing over the rocks*, made a pleasing sound.
We heard the noise *made by the wind*.
3. **Infinitive**, when they begin with an infinitive ; as :
We waited *to see you*.

Phrases may be used as adjectives, as adverbs, or as nouns.

1. A phrase is used as an adjective when it qualifies some noun ; ex. :

Prepositional —The roses *in the vase* are withering.

* A finite verb is a verb limited by a subject ; as participles and infinitives do not have subjects, they cannot be finite verbs.

Participial —The window *broken by John* has been replaced.

Infinitive —The toys *to be taken to the hospital* are packed up.

2. A phrase is used as an adverb when it modifies some verb, adjective, or adverb; ex.:

Prepositional —They peeped *into the box*.

Participial — —————

Infinitive —We walked quickly *to overtake them*.

3. A phrase is used as a noun when it takes the place of a subject, an object, or a predicate nominative.

Prepositional —*Over the fence** is out of bounds.

Participial —*Doing that lesson* took all my time.

Infinitive —We want *to do good work*.

Exercise 118.

Select the phrases from the following exercise, tell the kind of each, say how each is used, and why, thus:—

of fruit—prep. ph. used as an adj. to qual. the n. *basket*.

1. A basket of fruit stood by his side.
2. Crowds of fishermen came to see the strange scene enacted on the beach.
3. To please everyone is not possible.
4. They hoped to gain your praise by doing their best work.
5. Seeing her child's plight, the mother ran to help him.
6. We saw the corn standing six feet high.
7. For several hours the blaze continued to rage till the whole horizon was girded with a belt of living fire.
8. Flakes of blazing grass whirled like meteors through the sky.

* There are very few such phrases in good use.

9. There stood a large grove of oaks—the dry leaves still clinging to the branches.

10. A dark cloud of grey smoke, filled with burning embers, spread over the course of the flames.

11. I have no desire to call those events to mind.

12. They ask only to be left in peace.

13. He endeavored to make a retreat for the dark days to come.

✓ 14. Believing himself alone, he gave way to his grief.

15. He could not help seeing them.

16. Reading in a bad light hurts the eyes.

17. It was his unhappy destiny to fail at the last moment.

18. There's a star to guide the humble.

19. To do that was unnecessary.

20. She made no attempt to assist me.

21. I came to help you, not to hinder.

22. Reading from that distance requires good eyesight.

23. To die is landing on some silent shore.

Exercise 119.

From Ex. 109 write out:—

Five phrases used as adjectives,

Five phrases used as adverbs,

Five phrases used as nouns,

after the following pattern from Ex. 118.

1. *Of fruit*—Prep. ph. used as adj., qual. n. *basket*.

3. *To please everyone*—Infin. ph. used as a noun, subject of v. *is*.

5. *Seeing her children's plight*—Part. ph. used as an adj., relating to n. *mother*.

8. *Through the sky*—Prep. ph. used as an adv. of place, mod. v. *whirled*.

LESSON L

NOMINATIVE ABSOLUTE

A **Nominative Absolute** is a noun * standing alone in a participial † phrase grammatically distinct from the rest of the sentence; the whole phrase is called an **Absolute Phrase**.

The *day* being rainy, ‡ we stayed at home.

The Absolute Phrase may be considered an **Independent Element**; and so in Analysis should be placed on a line by itself.

Exercise 120.

Underline the Absolute Phrase once, the Nominative Absolute, twice.

1. Summer being over, the birds had flown.
2. Mary could not learn her lesson, the maid having lost the book.
3. The storm having passed, traffic was resumed.
4. He walked away, his dog following at his heel.
5. The moon rising, we had no difficulty in finding the way.
6. Night coming on, we knocked at the nearest cottage.
7. The dog barking, he was afraid to enter.
8. The rain over, we resumed our journey.
9. Next Anger rushed, his eyes on fire.
10. The cold being intense, the men suffered greatly.
11. The men left the village, the factory having been closed.

* or a pronoun.

† If no participle is expressed, *being* is understood.

‡ Notice the punctuation.

Exercise 121.

Using the following nouns as Nominative Absolute, construct sentences containing Absolute phrases.*

watch	school	winter	child
wedding	farm	iceberg	story
letter	money	visit	patience
diamond	Napoleon	picture	race

LESSON LI

Review Lessons XXIII, XXXI.

SIX WAYS A NOUN MAY BE IN THE NOMINATIVE CASE

- | | |
|-------------------------------|---|
| 1. Subject of Sentence. | The <i>child</i> is healthy. |
| 2. In Apposition to Subject. | Rex, my father's <i>horse</i> ,
won the prize. |
| 3. Predicate Nominative. | He is a worthy <i>man</i> . |
| 4. Nominative of Address. | <i>Mary</i> , why did you come? |
| 5. Nominative of Exclamation. | The <i>snake</i> , look at it! |
| 6. Nominative Absolute. | <i>Work</i> ended, we put the
books away. |

Exercise 122.

Point out the nouns in the nominative case and say how each is used.

1. Our birth is but a sleep and a forgetting.

* Be careful that, after having constructed your Absolute phrase, you have a new subject before the verb.

2. We stood silent, our eyes full of tears.
3. Star of the Evening, beautiful Star.
4. Success being hopeless, preparations were made for a retreat.
5. Ring, happy bells, across the snow.
6. The purest treasure mortal times afford
Is spotless reputation. That away,
Men are but gilded loam or painted clay.
7. Turn Angelina, ever dear.
8. And so I won my Genevieve,
My bright and beauteous Bride.
9. Few sorrows hath she of her own,
My hope! my joy! my Genevieve!
10. He sang of God, the mighty source of all things.
11. Cheerfulness, a nymph of healthiest hue,
Her bow across her shoulder flung.
12. Spring, the sweet Spring is the year's pleasant king!
13. I was thy neighbour once, thou rugged Pile!
14. There stood a large grove of oaks, the dry leaves still clinging to
the branches.
15. A famous man is Robin Hood,
The English ballad singer's joy.
16. Alas, poor Yorick! I knew him, Horatio.
17. I thought of Chatterton, the marvellous boy.
18. By his silence that error became a sin.

LESSON LII

THE SUBJECT OF A SENTENCE MAY BE:

- | | |
|---------------|---|
| 1. NOUN | <i>Winter</i> is here. |
| 2. PRONOUN | <i>He</i> does that often. |
| 3. ADJECTIVE | The <i>poor</i> need help. |
| 4. PARTICIPLE | <i>Skating</i> is exhilarating. |
| 5. INFINITIVE | <i>To hear</i> is to obey. |
| 6. PHRASE | <i>Doing that work</i> requires good eyesight.
<i>To expect reward</i> is not righteous. |
| 7. CLAUSE | " <i>A stitch in time saves nine</i> " is an old proverb. |

THE OBJECT OF A SENTENCE MAY BE :

- | | |
|---------------|--|
| 1. NOUN | That boy threw the <i>stone</i> . |
| 2. PRONOUN | The baby has <i>it</i> . |
| 3. ADJECTIVE | We admire the <i>brave</i> . |
| 4. PARTICIPLE | I like <i>sewing</i> . |
| 5. INFINITIVE | They expect <i>to sail</i> . |
| 6. PHRASE | We tried <i>to find it</i> .
We enjoy <i>reading good books</i> . |
| 7. CLAUSE | We know <i>that the earth moves round the sun</i> . |

Exercise 123.

Point out the subjects and objects in the following, and say of what each consists :

1. Being in too great a hurry was the cause of your mishap.
2. Rowing strengthens one's muscles.
3. I don't want to tell you of that again.
4. We expected that you would arrive earlier.
5. "The Days of Bruce" is a novel by Grace Aguilar.
6. They helped the sick and wounded.
7. To work is to make progress.
8. That you have done your best is certain.
9. She will help to decorate.
10. The beautiful commands our admiration.
11. Children enjoy romping.
12. We hope to go if the work be finished.

Exercise 124.

Write out what the subject and object of a sentence may be, using original examples.

LESSON LIII

THE ENLARGEMENT OR MODIFIER OF A SUBJECT
MAY BE :

- | | |
|----------------------------|---|
| 1. ADJECTIVE | These <i>five</i> apples are yours. |
| 2. NOUN IN POSSESSIVE CASE | <i>Fido's</i> collar is broken. |
| 3. NOUN IN APPPOSITION | The battleship <i>Maine</i> was sunk in Spanish waters. |
| 4. PARTICIPLE | The dog <i>barking</i> , aroused the household. |
| 5. INFINITIVE | The desire <i>to travel</i> was a great incentive. |
| 6. PHRASE | { The light <i>in the library</i> is out of order.
The trees <i>growing by the lake</i> are willows.
The plants <i>to be placed here</i> are in the barn. |
| 7. CLAUSE | The house <i>that you rent</i> belongs to Mr. Jones. |

THE ENLARGEMENT OR MODIFIER OF AN OBJECT
MAY BE :

- | | |
|-----------------------------|--|
| 1. ADJECTIVE | He did a <i>great</i> thing. |
| 2. NOUN IN POSSESSIVE CASE. | I have the <i>pupils'</i> books. |
| 3. NOUN IN APPPOSITION | Have you read " <i>Ivanhoe</i> ", Scott's <i>greatest novel</i> ? |
| 4. PARTICIPLE | We saw the horse <i>rearing</i> . |
| 5. INFINITIVE | I have no wish <i>to go</i> . |
| 6. PHRASE | { The man mended the roof <i>of the barn</i> .
They found the garden <i>filled with weeds</i> .
He has the power <i>to do great things</i> . |
| 7. CLAUSE | Have they found the dog <i>that was lost</i> ? |

Exercise 125.

Point out the Enlargements in the following, and say of what each consists.

1. He made one last effort to free himself.
2. The money that you have wasted might have helped many poor people.
3. The sun's rays, focussed through a glass, started the fire.
4. We watched the excited horses tearing along the road.
5. Holman Hunt's picture, "The Light of the World," is well known.
6. I bought you the shawl you admired.
7. The power to make life happy belongs to all of us.
8. Here is a clock warranted to keep time.
9. Abbotsford, the home of Sir Walter Scott, is in Roxburghshire.
10. She likes best Longfellow's "Tales of a Wayside Inn."
11. His strong desire to live helped his recovery.
12. The lark, singing in the sky, filled all the air with melody.

Exercise 126.

Write out what a Subject and an Object may be enlarged by, and give original examples.

LESSON LIV

**THE EXTENSION OF THE PREDICATE OR VERB
MODIFIER MAY BE :**

- | | |
|-------------------------|--|
| 1. ADVERB | That was <i>well</i> done. |
| 2. NOUN USED AS ADVERB | We are going <i>home</i> . |
| 3. INFINITIVE | She walks <i>to exercise</i> . |
| 4. INFINITIVE PHRASE | We stored the apples <i>to sell them later</i> . |
| 5. PREPOSITIONAL PHRASE | They are fishing <i>in the lake</i> . |

6. **ABSOLUTE PHRASE** *The day being cloudy, we stayed at home.*
7. **CLAUSE** *I went where you directed.*

Note.—Any Modifier, whether Adjectival or Adverbial, may be a word, a phrase, or a clause.

Exercise 127.

Point out the Extensions of the Predicate, and say of what each consists.

1. You have said that several times.
2. We eat to live, not live to eat.
3. The soldiers returned to their homes, war being over.
4. Consider carefully, and you will not make a mistake.
5. I set that exercise to help you with your lesson.
6. It was done as we planned last year.
7. The picture being hung, we all went to admire it.
8. The child roused the household with her cries.

Exercise 128.

Write out what the Extension of the Predicate may be, using original examples.

LESSON LV

WORDS USED AS DIFFERENT PARTS OF SPEECH

THAT

CONJUNCTION	I heard <i>that</i> you had left.
RELATIVE PRONOUN	This is the house <i>that</i> Jack built.
DEMONSTRATIVE PRONOUN	<i>That</i> is my book.
DEMONSTRATIVE PRONOMINAL ADJECTIVE	Look at <i>that</i> hat.

BUT

CONJUNCTION

RELATIVE PRONOUN * (that not)

PREPOSITION † (except)

ADVERB ‡ (only)

I went forward *but* was too late.There was not a child *but* loved her.He found all *but* one.She is *but* a child.

AS

CONJUNCTION

/ RELATIVE PRONOUN ‡‡

ADVERB

It happened *as* I said.We do not like such people *as* make mischief.John is *as* tall as I.

LIKE

NOUN

VERB

ADVERB

ADJECTIVE

I shall never see his *like* again.We *like* to play.He talks *like* a foreigner.He grows *like* his father.

Note.—When *like* is used as a predicate adjective or as an adverb, it takes the preposition *to* after it to govern the noun following: so *father* and *foreigner* in above examples are both objective case governed by the preposition *to* (understood)

Caution. Do not use *like* as a conjunction: say either, Do it *like* me, or, Do it *as* I do.

Exercise 129.

Parse the words in italics.

1. *As* you say so, it must be true.
2. We have known him poor *but* considered him honest.

* *But* is a relative pronoun when it means *that not*.

† *But* is a preposition when it means *except*.

‡ *But* is an adverb when it means *only*.

‡‡ *As* is a relative pronoun when it comes after *such* and *same*.

- ✓ 3. All is lost *but* honour.
- 4. You are not *so* careful *as* your cousin.
- ✓ 5. Life is *but* short at best.
- ✓ 6. Such of us *as* were ambitious worked hard.
- ✓ 7. Some thought *that* Philip did *but* trifle with her.
- 8. Night has a thousand eyes, and the day *but* one.
- 9. We will send selections to such people *as* furnish good references.
- 10. Our prices are *as* reasonable *as* is consistent with good workmanship.
- ✓ 11. It was *but* a fancy.
- 12. There breathes not clansman of thy line
But would have given his life for mine.
- 13. There is no fireside, howsoe'er defended,
But has one vacant chair.
- ✓ 14. *But* yet I know, where'er I go,
That there hath passed away a glory from the earth.
- 15. Say, heart, is there aught *like* this
In a world *that* is full of bliss.
- 16. With wings folded I rest on mine airy nest,
As still *as* a brooding dove.
- 17. Reader, stay,
Underneath this stone doth lie
As much Beauty *as* could die.
- 18. The thirst *that* from the soul doth rise
Doth ask a drink divine.
- ✓ 19. Weep with me, all you *that* read this little story.
- 20. For the rights of fair England *that* broad sword he draws.
- 21. Tears, such *as* angels weep, burst forth.
- ✓ 22. Quit yourselves *like* men.
- 23. *That* time of slumber was *as* bright and busy *as* the day.

Exercise 130.

Write sentences illustrating the different parts of speech that the following words may be :—

- a. still, round, even, what, well (these may be used in five different ways).

- b. while, stone, down, fast, till, low, right (these may be used in four different ways).
- c. better, spring, long, only, over, why, since, fine, past, iron, then, calm, return, deep (these may be used in three different ways).

Exercise 131.

Tell the part of speech of each word printed in italics.

1. (a) *Either* will be suitable. (b) We can go in *either* direction. (c) It is *either* right or wrong.
2. (a) Open the drawer *below*. (b) The passengers were sent *below*. (c) We came up from *below*. (d) Your house is *below* ours.
3. (a) I have considered *both* stories. (b) *Both* cannot be true. (c) He is *both* wise and good.
4. (a) *What* you say makes no difference. (b) *What* is it all about? (c) *What* with one thing and another I have no time left for reading. (d) *What* kind of tree is that? (e) *What!* did I hear aright?
5. (a) *All* the books are here. (b) *All* things considered, he did well. (c) She went *all* alone. (d) He took her *all*.
6. (a) I have not seen him *since* that day. (b) *Since* your mother wishes it, it must be done. (c) I have thought of that often *since*.
7. (a) *The* is an article adjective. (b) *The* road is dusty. (c) *The* sooner you learn it, *the* better it will be for you.
8. (a) That is *worth* a dollar. (b) What is its *worth*?
9. (a) I haven't heard from him *since then*. (b) You said you would do it, *then* you must. (c) I will call *then*.
10. (a) The *well* is deep. (b) *Well!* I can think of nothing better. (c) *Well* begun is half done. (d) The child looks *well*. (e) The spring water *wells* from the rock.
11. I think *that that "that" that that* gentleman used should have been *which*.
12. (a) The *more* he has, the *more* he wants. (b) Buy some *more* milk. (c) She is *more* careful than you.
13. (a) Let the cobbler stick to his *last*. (b) Will that *last* long? (c) He took my *last* penny.

14. (a) *Little* has been done yet. (b) What a *little* child may do !
 (c) He was but a *little* hurt.
15. (a) Will the *fast* last long ? (b) That is a *fast* colour. (c) He can run *fast*. (d) How long will he *fast* ?
16. (a) Here is a round *stone*. (b) It is *stone* cold. (c) We shall build a *stone* wall. (d) They decided to *stone* the man.

PRACTICE IN ANALYSIS AND PARSING

1. Who are these coming to the sacrifice ?
 To what green altar, O mysterious priest,
 Lead'st thou that heifer lowing at the skies ?
2. All around the coast the languid air did swoon,
 Breathing like one that hath a weary dream.
3. Young and old come forth to play
 On a sunshine holyday.
4. Thus done the tales, to bed they creep,
 By whispering winds soon lulled asleep.
5. His shadowy flail hath threshed the corn
 That ten day-labourers could not end.
6. These delights if thou canst give,
 Mirth, with thee I mean to live.
7. I love all that thou lovest,
 Spirit of Delight !
 The fresh earth in new leaves dressed,
 And the starry night.
8. I love tranquil solitude,
 And such society
 As is quiet, wise, and good.
9. I saw her singing at her work,
 And o'er the sickle bending.
10. One summer morn he forsook his friends, and went to learn the
 the gipsy-lore, and he roamed with that wild brotherhood.
11. Maidens, who from the distant hamlets come
 To dance around the Fyfield elm in May,
 Oft through the darkening fields have seen thee.
12. But none has hope like thine !
 Thou through the fields and through the woods dost stray,
 Roaming the country-side, a truant boy.

13. Find out some uncouth call
Where brooding Darkness spreads his jealous wings,
And the night raven sings.
14. We climbed on the graves, on the stones, worn with rains,
And he gazed up the aisle through the small leaden panes.
She sate by the pillar; we saw her clear:
Margaret, hist! come quick, we are here!
15. He was kind, and loved to sit
In the low hut or garnished cottage,
And share the widow's homelier pottage.
16. At his approach complaint grew mild;
And when his hand unbarr'd the shutter,
The clammy lips of fever smiled
The welcome which they could not utter.
17. He always had a tale for me
Of Julius Cæsar, or of Venus;
From him I learnt the rule of three.
18. Imperial Cæsar, dead and turned to clay,
Might stop a hole to keep the winter's cold away.
19. He who does not rise with the sun does not enjoy the day
20. Fear no more the heat o' the sun
Nor the furious winter's rages;
Thou thy worldly task hast done,
Home art gone and ta'en thy wages.
21. Here will I sit and wait,
While to my ear from uplands far away
The bleating of the folded flocks is borne.
22. Whilst he looks on these with joyful eye,
His mind is wrapt above the starry sky.
23. The lusty sap began to move;
Fresh juice did stir th' embracing vines;
And birds had drawn their valentines.
24. Joan takes her neat-rubbed pail, and now
She trips to milk the sand-red cow.
25. The cuckoo and the nightingale
Full merrily do sing,
And with their pleasant roundelays
Bid welcome to the spring.
26. Under the greenwood tree,

- Who loves to live with me,
And tune his merry throat
Unto the sweet bird's note,
Come hither, come hither, come hither !
Here shall he see
No enemy
But winter and rough weather.
27. Fair Daffodils, we weep to see
You haste away so soon :
As yet the early-rising sun
Has not attained his noon.
28. I see thee glittering from afar :—
And then thou art a pretty star
Not quite as fair as many are
In heaven above thee.
29. Bird, prune thy wing, nightingale, sing,
To give my Love good morrow ;
To give my Love good morrow
Notes from them both I'll borrow.
30. The ocean eagle soared
From his nest by the white wave's foam,
And the rocking pines of the forest roared,—
This was their welcome home !
31. The steps of Faith fall on the seeming void, and find the rock beneath.
32. Be noble, and the nobleness that lies
In other men, sleeping but never dead,
Will rise in majesty to meet thine own.
33. Think truly, and thy thought
Shall the world's great famine feed ;
Speak truly, and each word of thine
Shall be a fruitful seed ;
Live truly, and thy life shall be
A grand and noble creed.
34. Tasks in hours of insight will'd
Can be through hours of gloom fulfill'd.
35. The friends I seek are seeking me ;
No wind can drive my bark astray,
Or change the tide of destiny.

86. Death is a gate of dreariness and gloom,
That leads to azure isles, and beaming skies,
And happy regions of eternal hope.
87. Vague outlines of the everlasting Thought
Lie in the melting shadows as they pass;
The touch of an eternal Presence thrills
The fringes of the sunsets and the hills.
88. Come forth, old man, thy daughter's side
Is now the fitting place for thee;
When time hath quelled the oak's bold pride,
The youthful tendril yet may hide
The ruins of the parent tree.
89. His horsemen hard behind us ride;
Should they our steps discover,
Then who will cheer my bonny bride,
When they have slain her lover ?
40. The Constitution of the United States, the nearest approach of
mortal to perfect political wisdom, was the work of men who purchased
liberty with their blood, but who found that, without organization,
freedom is not a blessing.
41. I'll seek the solitude he sought,
And stretch me where he lay.
42. Beside the bed where parting life was laid,
And sorrow, grief, and pain, by turns dismayed,
The reverend champion stood.
43. The nightingale slyly took:
Her head from under her wing;
And giving the dove a look,
Straightway began to sing.
44. God gives us all some small, sweet way
To set the world rejoicing.
45. I will welcome your bright bride,
That you bring over the dale.
46. When the rock was laid by the surge's swell,
The mariners heard the warning bell.
47. If there be some weaker one,
Give me strength to help him on.
48. The Gods, my father, have bestowed on man
His reason, noblest of all earthly gifts.

49. The smiles that win, the tints that glow,
But tell of days in goodness spent.
50. Give a man a horse he can ride,
Give a man a boat he can sail;
And his rank and wealth, his strength and health,
On sea nor shore shall fail.
51. I tell you that which you yourselves do know.
52. For there is no sunbeam
But must die or shine.
53. This is the time when bit by bit
The days begin to lengthen sweet,
And every minute gained is joy.
54. His home is bright with a calm delight
Though the room be poor indeed.
55. I would I were a bird
That I might fly to thee.
56. The path of duty was the way to glory.
57. Come, my friends,
'Tis never too late to seek a newer world.
Push off, and sitting well in order, smite
The sounding furrows; for my purpose holds
To sail beyond the sunset.
58. Her timbers yet are sound,
And she may float again
Full charged with England's thunder,
And plough the distant main.
59. My story being done,
She gave me for my pains a world of sighs.
60. By the rude bridge that arched the flood,
Their flag to April's breeze unfurled,
Here once the embattled farmers stood,
And fired the shot heard round the world.
61. I dreamed that, as I wandered by the way,
Bare winter suddenly was changed to spring;
And gentle odours led my steps astray.
62. Of all those arts in which the wise excel
Nature's chief masterpiece is writing well.
63. We thought, as we hollowed his narrow bed
And smoothed down his lonely pillow,

That the foe and the stranger would tread o'er his head,
And we far away on the billow !

64. Come, ye children, hearken unto me, and I will teach you the fear of the Lord.
65. Build thee more stately mansions, O my soul.
66. Come unto me, ye weary, and I will give you rest.
67. In childhood's hour I lingered near
The hallowed seat with listening ear.
68. No coward soul is mine,
No trembler in the world's storm-troubled sphere.
69. Fear not, little flock, it is your Father's good pleasure to give you the kingdom.
70. There Honour comes, a pilgrim gray,
To bless the turf that wraps their clay.
71. If gay attire delight thine eye,
I'll dight me in array.
72. Love turns aside the balls that round me fly,
Lest precious tears should drop from Susan's eye.
73. In gallant trim the gilded vessel goes,
Youth on the prow, and Pleasure at the helm.
74. He that hath found some fledged bird's nest may know
At first sight if the bird be flown.
75. Come one, come all, this rock shall fly
From its firm base as soon as I.
76. Knowledge is now no more a fountain sealed;
Drink deep till the habits of the slave,
The sins of emptiness, gossip and spite
And slander, die.
77. I could not love thee, dear, so much,
Loved I not honour more.

QUESTIONS ON THIRD YEAR WORK

- ♥ 1. Name the two voices and say how you know each. Give an example of each.
2. Which voice always requires an Auxiliary? What Auxiliary does it require, and what part of the principal verb always follows it? Give five passive forms of the verb *to love*.

8. Write out the future tense active voice of the verb *to learn*, and the past passive of the verb *to expect*.

✓ 4. Write six sentences containing transitive active verbs, then re-write those sentences with the verbs in the passive form.

5. Make sentences with the following verbs, and say in each case whether the verb is tr. A., tr. P., intr., or cop.: *is going, was sent, are doing, looks, may try, have been made, seem, has come, found*.

6. Write out the names of the ten kinds of pronouns, and give a sentence illustrating each; underline the pronoun.

7. What pronouns may be used as pronominal adjectives? Give three sentences showing different kinds of pronouns used as adjectives.

8. Which relatives may be used to relate to people? Which to things? Which to people, animals, or things? Give an instance of each.

9. Give the rule for the agreement of the relative pronoun. Which is correct: *It is I who (does, do) that?* Explain why.

10. How do you parse the relative *what*? Parse *what in*: Give me what I need.

11. In how many ways may reflexive pronouns be used? Illustrate with an example of each use.

12. Which reflexive pronouns have the same form for the nominative and the objective case? Illustrate by ex.

13. How many different uses are there of the Impersonal pronoun *it*. Name them with one example of each. When is *it* a Personal pronoun?

14. Write in two columns the possessive pronouns, and the corresponding adjective form.

15. What adjective cannot be compared and why? Give six examples. Compare if possible: *little, perfect, much, bad, needy, woolen, far, near*.

16. When are adjectives used as nouns? Give sentences using the following words as adjectives, verbs, and nouns: *stone, well, spring*.

17. What are Proper adjectives? Name six.

✓ 18. Name the parts of speech of: *three, third, thrice*.

19. What are Participial adjectives? Why are they so called? Give two examples in sentences.

✓ 20. Name the conjunctions that frequently introduce the Subjunctive Mood. Illustrate in two sentences. Give two sentences in which the Indicative Mood follows those conjunctions, and explain the difference.

21. What time is denoted by the following tenses: Present Perfect, Future Progressive, Past Emphatic, Past Perfect, Future Perfect, Future Perfect Progressive? Give the first person singular of each tense.

22. What are Defective verbs? Impersonal verbs? Auxiliary verbs? Give an example of each.

23. What verbs may be used both as Principal verbs and as Auxiliaries? Give an illustration of each in both ways.

24. What different ideas are expressed by May and Might? by Can and Could? by May and Can? Illustrate by sentences.

25. Conjugate the tense of the verb "to do" denoting futurity; that denoting determination. Give a general rule concerning the use of *shall* and *will*.

26. Is it ever right to say Will I? Give reason.

27. What parts of a principal verb follow an Auxiliary? Illustrate with three examples showing different verb forms coming after the Auxiliary.

28. Give the principal parts of the verbs: lie (recline), lay, lie (to tell an untruth), sit, set, raise, rise. Say whether each verb is transitive or intransitive.

29. Supply the correct verb form and say what part of the verb you use in: — it on the table; — the child on a chair; Fido, — on the mat; Fido, — the bone on the mat; I want to — down.

30. What is a phrase? Name the different kinds of phrases and say how you know each. Give an example of each.

31. In how many different ways may phrases be used? Illustrate by an example of each.

32. What phrases can not be used as adverbs? Why not?

33. Point out the phrases in these sentences, tell the kind of phrase, and say how it is used.

a. Have I your permission to tell the story?

b. To tell that story would take a long time.

c. I came here to tell you that story.

d. I saw the men ploughing in the field.

e. Ploughing new ground is hard work.

f. We found those shells on the seashore.

g. The sea-weed on the beach was thrown there by the tide.

34. In how many different ways may Infinitives be used? Give an example of each.

34. Parse the words italicized in: *Tracing maps* is not difficult. *To hunt wild creatures* is a dangerous sport. I want *to go there*.

35. When are "It" and "There" Preparatory words? For what kind of a subject does "It" generally prepare? Give two examples.

36. In what three ways may participles be used? Give two examples of each, using both present and past participle.

✓ 37. Write four sentences using the present participle, the past participle, the present infinitive and the perfect infinitive of the verb "to read."

38. What is a gerund? Show how a gerund is both a noun and a verb? What is the difference between a gerund and participial noun. Illustrate by sentences using the word "feeling."

39. Explain and illustrate the construction of a prepositional phrase, a participial phrase, an infinitive phrase.

40. What is a Nominative Absolute? What is an Absolute Phrase? Illustrate by two sentences.

41. Write out the six ways a Noun may be in the Nominative case, and give a sentence illustrating each.

42. Of what may a Modifier consist? Of what nature is a modifier attached to a noun? to a verb? Illustrate by two examples of each.

✓ 43. How many uses has the word But? the word That? Illustrate by examples.

FOURTH YEAR COURSE



LESSON LVI

ELLIPTICAL SENTENCES

An **Elliptical Sentence** is one that contains an ellipsis, that is, some omission not necessary to the meaning, but required for grammatical completeness; ex.: She is more careful than you (are careful). I will do it if I can (do it).

Ellipses frequently occur after the conjunctions *than* * and *as*.

Exercise 132.

Supply the ellipses in the following sentences:—

1. I like this book better than that.
2. My brother's work received more praise than mine.
3. You have done that more carefully than she.
4. I like you better than her.
5. Do not imitate such people as they.
6. I did it as you wished.
7. Mary is as old as Susan.
8. She loves the one as well as the other.
9. They are poor but honest.
10. I have not seen it but my sister has.
11. She fell while skating on the ice.
12. We shall get there before you.

Exercise 133.

1. Think naught a trifle, though it small appear;
Small sands the mountain, moments make the year,
And trifles, life.

* "Than" is rarely used as a preposition after the example of Milton, who said "*Satan, than whom none higher sat.*"

2. The virtue lies in the struggle, not the prize.
3. 'Tis one thing to be tempted, another thing to fall.
4. To prevaricate is as bad as to lie.
5. Who steals my purse steals trash.
6. Love thy neighbour as thyself.
7. To thine own self be true,
And it must follow, as the night the day,
Thou canst not then be false to any man.
8. Death but entombs the body; life, the soul.
9. Whom the gods love die young.
10. If even I were as in my boyhood.
11. We thought her dying when she slept,
And sleeping when she died.
12. Who dares think one thing, and another tell,
My heart detests him as the gates of hell.
13. It is more blessed to give than to receive.
14. More things are wrought by prayer than this world dreams of.
15. Stone walls do not a prison make,
Nor iron bars a cage.
16. Count each affliction; whether light or grave,
God's messenger sent down to thee.

LESSON LVII

CLAUSES

A **Clause** is a part of a sentence having a subject and a predicate of its own; ex.: This is the place where I live.

This sentence consists of two clauses, as there are two subjects and two predicates.

KINDS OF CLAUSES

There are three kinds of clauses, viz.:

1. Independent.

2. Principal.

3. Dependent.

An **Independent Clause** makes complete sense by itself, and has no other clause depending upon it; ex.:

The world is happy, the world is wide,
Kind hearts are beating on every side.

This sentence consists of three independent clauses.

A **Principal Clause** is one having another clause depending upon it; ex.:

I read the letter that you sent him.

I read the letter is the Principal clause, because *that you sent him* depends upon *letter*.

A **Dependent Clause** depends upon some word in another clause; ex.:

He came *while you were out*.

While you were out is the dependent clause because it depends upon *came*.

Exercise 134.

Classify the clauses in the following as Independent, Principal, Dependent; if Dependent, say upon what * word the clause depends.

1. He lay where he fell, no one helped him.
2. We steadfastly gazed on the face that was dead.
3. When the lamp is shattered
The light in the dust lies dead.
4. He turned his charger as he spake.
5. Thou hadst a voice whose sound was like the sea.

* A Dependent clause *makes sense* with the word it depends upon.

6. I remember the house where I was born.
7. She seemed as happy as a wave
That dances on the sea.
8. A slender wire the living light conveys,
That startles midnight with its noonday blaze.
9. Fools rush in where angels fear to tread.
10. He gives twice who gives quickly.
11. This hermit good lives in that wood
Which slopes down to the sea.
12. He hath a cushion plump;
It is the moss that wholly hides
The rotted old oak stump.
13. If a man empties his purse into his head, no man can take it away
from him; an investment in knowledge always pays the best interest.
14. Prune thou thy words, the thoughts control
That o'er thee swell and throng.
15. Little he'll reck if they let him sleep on
In the grave where a Briton has laid him.
16. The same sound is in my ears
Which in those days I heard.
17. Ere we came to Leonard's rock
He sang those witty rhymes.
18. Through the rocks we wound;
The great pine shook with lonely sounds of joy
That came on the sea-wind.
19. Love thyself last; cherish those hearts that hate thee.
20. All places that the eye of heaven visits
Are to a wise man ports and happy havens.
21. He loved each simple joy the country yields.
22. Her words they were low as the lute-throated dove.
23. Deep below me lies the town,
Where great sea-ships ride and rally.
24. Give to the world the best you have
And the best will come back to you.
25. What shall we do when hope is gone?
26. I flutter'd the doves that were perched close about,
As I strode up and down in dismay and in doubt.
27. I have heard that on a day
Mine host's sign-board flew away,
Nobody knew whither.

28. I used to think their slender tops
Were close against the sky.
29. Now, I often wish the night
Had borne my breath away.
30. They say it was a shocking sight
After the field was won.
31. There are who ask not if thine eye
Be on them.
32. I would tear out my heart
And cast it to dogs, could it play a dog's part!
33. Soft was their song as the waves are
That fall in musical moans.
34. What man shall condemn and disown ?
Since Christ has said only the stainless
Shall cast at his fellows a stone.
35. Your Father knoweth that ye have need of these things.
36. When I think of my own native land,
In a moment I seem to be there.
37. Some are born great, some achieve greatness, and some have greatness thrust upon them.

LESSON LVIII

DEPENDENT CLAUSES

Dependent Clauses are of three kinds :—

1. Adjectival.
2. Adverbial.
3. Noun.

DEPENDENT ADJECTIVAL CLAUSES

A Dependent Adjectival Clause takes the place of an adjective in a sentence and so qualifies some noun or pronoun ; ex. : .

This is the house *that Jack built*.

Adjectival clauses are often introduced by the relative pro-

nouns *who, which, that*, etc.; but they may also be introduced by such words as *where, when, wherein, whereby*, etc.; ex.:

This is the place *where I planted the seed.*

I know the hour *when she was born.*

He has no means *whereby he may live.*

Exercise 135.

Point out the adjectival clauses and say upon what each depends: thus,

Whereby he may live. Dep. adj. cl. qual. n. *means.*

1. That is not the task *which I set you.*
2. It shall prosper in the thing *whereto I sent it.*
3. That is the reason *why he came so late.*
4. Nature never did betray the heart *that loved her.*
5. The town in which she lived *was swept by fire.*
6. That happened in the time *when lilies blow.*
7. He who hesitates *is lost.*
8. That was a sight ** I can never forget.*
9. Bring me the book *I asked for.*
10. People who love beauty *love flowers.*
11. Never trust a man *that is cruel to animals.*
12. They also serve *who stand and wait.*
13. Find out the time *when the train departs.*

DEPENDENT ADVERBIAL CLAUSES

A **Dependent Adverbial Clause** takes the place of an adverb in a sentence, and so modifies some verb, adjective, or adverb; ex.: Come *when you are ready.*

Adverbial clauses may express:—

TIME	We left <i>while they were singing.</i>
PLACE	<i>Where the bee sucks</i> , there suck I.
MANNER	He works <i>as if he enjoyed it.</i>
DEGREE	I am taller <i>than you think.</i>
CAUSE	He works hard, <i>for he has a large family.</i>

* The relative *which* is understood.

CONDITION	<i>If it were not so, I would have told you.</i>
CONCESSION	<i>Though he helped me, he did it ungraciously.</i>
RESULT	<i>She was so tired that she could not stand.</i>
PURPOSE	<i>John went to Paris that he might study art.</i>

Exercise 136.

Point out the Adverbial clauses of Time, Place and Manner and say upon what each depends ; thus :

Where it listeth. Dep. adv. cl. of place mod. the v. *bloweth*.

1. The wind bloweth where it listeth.
2. Mr. Smith called before he left town.
3. I saw the poster as I went up the street.
4. When you have gone, I shall feel lonely.
5. Wherever I went was my poor dog Tray.
6. As I said, so it happened.
7. As a man lives, so must he die.
8. Men must reap as they have sown.
9. Do not come till I call you.
10. When we reached the church, the door was shut.
11. You have not done it as I directed.
12. He has gone whence he cannot return.
13. She went out as I came in.
14. Fools rush in where angels fear to tread.
15. I have not seen him since he was elected.
16. As the tree falls, so will it lie.
17. Where there is honey there are bees.
18. He looks as if he were pleased.
19. Since she went to that town she has not prospered.
20. After the service was over, the committee held a meeting.

Clauses of Degree are frequently introduced by the conjunctions *than* and *as*.*

They modify adjectives and adverbs.

*Notice that *as* may introduce clauses of:—

Time	<i>She left as the clock struck ten.</i>
Manner	<i>She did it as she was requested.</i>
Degree	<i>She is as good as she is pretty.</i>
Cause	<i>You may go as you are so tired.</i>

Exercise 137.

Write out the Dependent Adverbial clause of Degree as in Exercise 136.

1. The one is as good as the other is tiresome.
2. Mary is older than her sister.
3. This mountain is higher than that.
4. The poor fellow has more money than brains.
5. He is as good as he is wise.
6. They shouted for help as loudly as they could.
7. You are quieter than before.
8. This is as hard as stone.

Clauses of Cause are introduced by the conjunctions *for*, *because*, *since*, *as*, *that*, and *answer* to the question *why*?

Exercise 138.

Write out the Dependent Adverbial clauses of Cause as in Exercise 136.

1. I am surprised that you read it so easily.
2. We love them because they are thoughtful.
3. As you promise to do better, I will forgive you.
4. Here am I, for thou didst call me.
5. Since it would not fit you, I gave it away.
6. The children could not go for they were too tired.
7. I cannot tell you for I did not hear it.
8. I am glad that I can help you.

Clauses of Condition and Concession* are introduced by the conjunctions *if*, *unless*, *except*, *however*, *though*, *although*.

Exercise 139.

Write out the dependent clauses as in Ex. 136.

1. If it were not so, I would have told you.
2. He may have it this once though he does not deserve it.

* In clauses of Concession (introduced by "*though*" and "*although*") we have a statement which may or may not be true in spite of some fact contained in the principal clause.

3. However it may have been, it is different now.
4. We will gladly make it cheaper if wages be reduced.
5. Though he was drowned, no one knows how it happened.
6. Except ye repent ye shall all likewise perish.
7. Although he had the opportunity, he would not take it.
8. Unless we obey, we cannot command.
9. Though the mills of God grind slowly,
Yet they grind exceeding small.
10. Though he were here, he could not help us.

Clauses of Purpose are introduced by the conjunctions *that* * and *lest*.

Exercise 140.

Write out the dependent clauses as in Ex. 136.

1. Take heed lest you fall.
2. Eat that you may grow strong.
3. Be watchful lest the enemy surprise thee.
4. He gave up that trade lest he might injure his health.
5. Let my people go that they may serve me.
6. I gave you the book that you might read it.
7. Judge not that ye be not judged.
8. Walk carefully lest you fall.

Clauses of Result are introduced by the conjunction *that* following the adverb *so* or the adjective *such*.

Exercise 141.

Write out the dependent clauses as in Ex. 136.

1. He is so truthful that you may surely trust him.
2. He was held by the arm so that he could not escape.
3. There was such a noise that I could not work.

* To distinguish between clauses of Cause and of Purpose beginning with the conjunction "that", insert *in order that* in place of *that*; if the sense remains the same the clause denotes Purpose.

4. So many disagreements arose that they separated.
5. The wind blew so violently that the blossoms fell in showers.
6. She is such a kind girl that we all love her.
7. The mountain is so high that it is always covered with snow.
8. The sentence was such a harsh one that all were sorry for the prisoner.

Exercise 142.

Write out the dependent clauses in Ex. 134, sentences 1—27; say the kind of clause and what each modifies.

DEPENDENT NOUN CLAUSES.

A **Dependent Noun Clause** takes the place of a noun in a sentence, and so may be a subject, an object, a predicate nominative, or an appositive.

SUBJECT	<i>That your father wishes it</i> makes all the difference.
OBJECT	I know <i>that you have done your best</i> .
PREDICATE NOMINATIVE	Our hope is <i>that something may be saved</i> .
APPOSITIVE	Who can explain the fact <i>that the sun has spots?</i>

Exercise 143.

Write out each noun clause and state the position it occupies in the sentence, thus:

That your father wishes it. Dep. noun cl., subject of *v. makes*.

1. Whether you write it or say it does not matter.
2. That the ship was wrecked has been proved.
3. That you have done well will please your parents.

4. Where he went has never been ascertained.
5. That two and two make four admits of no discussion.
6. How he could do it passes my understanding.
7. That the sickness is spreading causes the authorities much concern.
8. Why he did it is of no consequence.
9. We all expect that he will come.
10. I know if I can do it.
11. They found out why we went there.
12. Please show me how I can finish this.
13. Father has arranged that we have the right to use the house.
14. He enquired if my mother were well.
15. Maud asked why you did that.
16. Galileo declared that the earth moves round the sun.
17. His wish was that he might grow like his father.
18. His last words were, "Give that to my sister."
19. The truth is she does not try.
20. Our consolation is that we did our best.
21. Our hope will ever be that you may prosper.
22. My opinion is that the scheme will fail.
23. The difficulty lies in the fact that she cannot read.
24. We can no longer entertain the hope that she is alive.
25. He tried to deny the story that he had fabulous wealth.
26. Have you heard the news that our cousin is coming.
27. The knowledge that his children were safe relieved his suffering.
28. It* is doubtful how it will all end.
29. It has been decided that no harm was done.
30. It is strange no one heard the sound.
31. It is unlikely that we can go.
32. How did it happen that you were there ?
33. In the statute provision is made that child labor be restricted.

Exercise 144.

1. "Neither a borrower nor a lender be" is advice worth heeding.
2. The village all declared how much he knew.
3. It sufficeth that the day will end.

* Notice the Preparatory "It", and remember that the subject comes after the verb.

4. And e'en the story ran that he could gauge.
5. I have been studying how I may compare
This prison where I live unto the world.
6. They that watch see time how slow it creeps.
7. 'Tis in ourselves that we are thus or thus.
8. Thy glass will show thee how thy beauties wear.
9. Look how the floor of heaven
Is thick inlaid with patines of bright gold.
10. I hold that it becomes no man to nurse despair.
11. I sometimes think that never blows so red
The rose as where some buried Cæsar bled.
12. She said, "I am aweary, aweary,
I would that I were dead!"

Exercise 145.

Write out the noun clauses in Ex. 134, sentences 27–37, and say how each is used in the sentence.

Exercise 146.

Expand into clauses the idea expressed by the words in italics, and state what kind of a clause is thus formed:—

1. We admire *sincere* people.
2. The man *in the boat* saved us from drowning.
3. The child has nothing *to wear*.
4. The fact *stated* is my answer.
5. The army started *at daybreak*.
6. *With careful practice*, you will play well.
7. He came to you *to apologise*.
8. We saw you *in the garden*.
9. She regrets *not having learned her lessons*.
10. We hope *to see you*.
11. The news *of his arrival* soon spread.
12. *To obey* is better than sacrifice.
13. They heard the enemy *retreating*.
14. *How to do it* has not yet been shown.
15. *His success* surprised me.

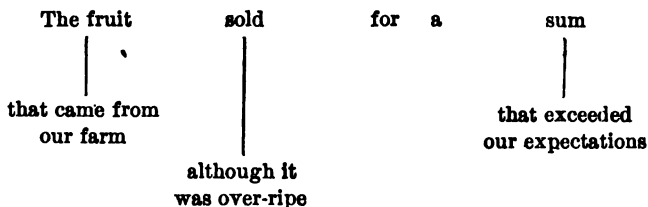
16. He came at *my request*.
17. The *early* bird catches the worm.
18. Few people appreciate *the value of time*.
19. No one doubted his *guilt*.
20. This *three-year-old* vine promises to be fruitful.
21. He begged *me to shelter him*.
22. We saw a model of *Solomon's temple*.

Exercise 147.

On Enlarging Sentences with Clauses

To the following simple sentences attach dependent clauses as in diagram, then write out your enlarged sentences, placing the modifiers in the best positions.

(Adjectival clauses must go next the nouns they qualify ; adverbial clauses may go at the beginning, the end, or beside the verb—wherever they read well and give the correct meaning.)



Although it was over-ripe, the fruit that came from our farm sold for a sum that exceeded our expectations.

1. The elephant inspired dread.
2. The storm worked havoc.
3. The child studied the lessons.
4. The dress gave pleasure.
5. The maid returned to France.
6. The book awakened interest.
7. The man blew a blast.
8. The funds relieved misery.

Exercise 148.

Tell the kind and use of each clause in the following :

1. His lifeless body lay a worn-out fetter
Which the soul had broken and thrown away.
2. Mourn not ye for griefs I bear to-day.
3. I have foreknown clearly all things that should be.
4. I shall serve him till I die.
5. Ere the string was tightened we heard the mellow tone,
After he had taught how the sweet sounds came.
6. My strength is as the strength of ten
Because my heart is pure.
7. Oft he blandly whispers me, "Soon, my bird, I'll set you free."
8. They told me you were dead.
9. I would I were with Edmund there.
10. We feel that we are greater than we know.
11. To all that breathe the air of Heaven
Some boon of strength has Nature given.
12. She little heeded what she wore.
13. I dreamt that her lord was a barbarous chief.
14. I would some other hand were here to work it.
15. They say it was a shocking sight
After the fight was won.
16. I now do plainly see,
This busy world and I shall ne'er agree.
17. I wish I could tell why the world changes so.
18. But half of our heavy task was done,
When the clock tolled the hour for retiring.
19. I move the sweet forget-me-nots
That grow for happy lovers.
20. Linden saw another sight,
When the drum beat at dead of night.
21. As I mounted up the hill
The music in my heart I bore
Long after it was heard no more.
22. I can weather the roughest gale
That ever wind did blow.

23. To me the meanest flower that blows can give
Thoughts that do often lie too deep for tears.
24. One evening he asked the miller where the river went. "It goes down the valley," answered he, "and turns a power of mills—six score mills."
25. Ah, yet, ere I descend to th' grave,
May I a small house and a large garden have!
And a few friends, and many books!
26. As they set forth toward an exceeding peril they prayed the Lord of ships that they might shun the terrible shock of the jarring rocks.
27. These are the joys of the open road—
For him who travels without a load.
28. If love were what the rose is,
And I were like the leaf,
Our lives would grow together
In sad or singing weather.
29. He answered that the gipsy crew, his mates, had arts to rule as they desired the workings of men's brains.
30. Those who reviled Jack most wonder now what it was they found fault with.
31. The sunbeams are my shafts, with which I kill
Deceit, that loves the night and fears the day.
32. I laugh to see them whirl and flee
Like a swarm of golden bees,
When I widen the rent in my wind-built tent.
33. I know that when he was beyond seventy years of age he made this description of a part of the present pleasure that possessed him, as he sat quietly in a summer's evening, on a bank, a-fishing.
34. Now, my fairest friend,
I would I had some flowers o' the spring, that might
Become your time of day.
35. Then all averred
I had killed the bird
That brought the fog and mist.
36. I heard a thousand blended notes,
While in a grove I sat reclined,
In that sweet mood when pleasant thoughts
Bring sad thoughts to the mind.

37. The elections proved that, since the spring, the distrust and hatred with which the government was regarded had made fearful progress.

38. I could not love thee, dear, so much,
Loved I not honour more.

39. If they conquer thee, consider how much that is precious thou wilt lose.

40. Aspiration furnishes us pinions upon which we wing our way to paradise.

41. We who love weep not to-day,
But crown her royal head.

42. Few and short were the prayers we said,
And we spoke not a word of sorrow.

43. Where we are I cannot tell,
But I wish I could hear the Inchcape bell.

44. The maiden clasped her hands and prayed
That saved she might be;
And she thought of Christ, who stilled the waves,
On the lake of Galilee.

45. Ride ten thousand days and nights
Till Age snow white hairs on thee.
Thou, when thou returnest, wilt tell me
All strange wonders that befell thee.

✓ 46. The sun descending in the west,
The evening star does shine;
The birds are silent in their nest
And I must seek for mine.

47. I came because your horse would come,
And, if I well forebode,
My hat and wig will soon be here—
They are upon the road.

48. The mossy marbles rest
On the lips that he has prest
In their bloom;
And the names he loved to hear
Have been carved for many a year
On the tomb.

49. Roll on, thou deep and dark blue Ocean—roll !
Ten thousand fleets sweep over thee in vain;
Man marks the earth with ruin—his control

Stops with the shore; upon the watery plain

The wrecks are all thy deed.

Time writes no wrinkle on thine azure brow,—

Such as creation's dawn beheld, thou rollest now.

50. This said, he left them, and returned no more,

But rumours hung about the country-side,

That the lost scholar long was seen to stray.

51. Wherever he dream, under mountain or stream,

The spirit he loves remains;

And I all the while bask in heaven's blue smile,

While he is dissolving in rain.

52. We wandered where the river gleamed

'Neath oaks that mused and pines that dreamed—

A wild thing of the woods she seemed.

53. Let him that thinketh he standeth, take heed, lest he fall.

54. He thought that it would take a great while to form a labor party such as exists in England, although he could see no reason why there should not be a similar affiliation of labor voters here.

55. He had treated neither Lloyd nor Lamb with the loving consideration which he had led them both to expect he cherished for them.

56. Victor Hugo declared he was sure he should live beyond the grave, because he felt his soul to be full of hymns and poems he had not time to write.

LESSON LIX

RELATIVE CLAUSES : RESTRICTIVE AND NON-RESTRICTIVE

A **Restrictive Relative** clause limits or describes the meaning of the noun to which it refers, and so is dependent adjectival in its nature; it cannot be taken from the sentence without affecting the meaning; *ex.* :

Where is the man *that showed you the way*?

A **Non-restrictive Relative** clause introduces a new fact

about the antecedent, and so is independent in its nature; the relative is used merely to carry on the composition more easily, therefore it may be omitted from the sentence and its place supplied by *and* with a personal pronoun without altering the meaning:—

I met a man **who** *showed me the way.*

I met a man **and** *he showed me the way.*

Exercise 149.

Point out the relative clauses in the following sentences, and say whether the clauses are restrictive or non-restrictive.

1. You are the man that I want.
2. Against the capitol I met a lion, who glared upon me.
3. Those who devised the plan must carry it out.
4. This was King Philip, who, the colonists believed, had plotted to drive them from the land.
5. Happy is the man that findeth wisdom.
6. Who steals my purse steals trash.
7. He that filches from me my good name
Robs me of that which not enriches him.
8. They that have done this deed are honourable.
9. I thrice presented him a kingly crown,
Which he did thrice refuse.
10. Everybody praised the Duke,
Who this great fight did win.
11. A glass was offered to the prince, who drank to the health of the bride.
12. Take the good that the gods provide thee.

Exercise 150.

From your history book select twelve sentences, six containing restrictive relative clauses, and six containing non-restrictive relative clauses.

Intermediate between these two uses of the relative clause is another, which, although it does not restrict or limit, but states a new fact, is still descriptive: such clauses are almost parenthetical in their nature and are always set off by commas; ex.: A tree, which grew out from the hillside, was the living centre-beam of the roof. The ship, which carried a valuable cargo, was wrecked in the storm.

Notice that a restrictive relative clause is never set off by commas.

LESSON. LX

CONJUNCTIONS

A **Conjunction** is a word used to join sentences and parts of sentences.

1. You *or* I must be to blame. (Joins two words.)
2. We walked through the field *and* round the lake. (Joins two phrases.)
3. I like the book which you selected *and* gave to father. (Joins two adjectival clauses.)
4. *So*, after all, everything turned out well. (Joins sentence to preceding sentence.)

Conjunctions are of two kinds:—

1. Co-ordinate.
2. Subordinate.

CO-ORDINATE CONJUNCTIONS

A **Co-ordinate conjunction** is used to join parts of *like* grammatical importance. It may join words, phrases, clauses, or sentences, but the parts joined must be of *like* grammatical construction, thus:—

She worked diligently both at school *and* at home—two prepositional phrases.

I should like to do it *but* I cannot—two independent clauses.

While you were out I found it *and* here it is—one principal clause and one independent.

I know where you went *and* how you went—two dependent noun clauses.

Come where the birds sing *and* the flowers grow—two dependent adverbial clauses.

The chief Co-ordinate conjunctions are:—and, also, besides, moreover, then, so, but, yet, still, only, or, nor, either, neither, therefore, for, etc.

SUBORDINATE CONJUNCTIONS

A Subordinate Conjunction is used to join a dependent to a principal clause, as: I found it *as* you left it.

The chief subordinate conjunctions are:—if, that, though, although, except, lest, unless, whether, because, till, until, than, as; with the adverbial conjunctions: when, whence, where, why, how, before, after, since, etc.

CORRELATIVE CONJUNCTIONS

Correlative Conjunctions are those used in pairs; when we use one we know that the other must follow. They are:—

either	—	or
neither	—	nor
whether	—	or
though	—	yet, still
as	—	so
both	—	and
not only	—	but, but also

Correlatives should always be followed by the same part of speech ; thus :

We not only *visited* the museum, but *inspected* the curios with great interest.

We visited not only the *museum*, but also the *library*.

PHRASAL CONJUNCTIONS.

A Phrasal Conjunction consists of two or more words together used as a conjunction ; ex. :

He works *as if* he enjoyed it.

I came *in order that* you might rest.

Other Phrasal Conjunctions are :—

as though	in case that
as long as	provided that
as sure as	inasmuch as
as well as	except that
but also	not only

Exercise 151.

1. Write six sentences containing co-ordinate conjunctions.
2. Write six sentences containing subordinate conjunctions.
3. Write six sentences containing correlative conjunctions.

Exercise 152.

Classify as co-ordinate or subordinate the conjunctions used in the following sentences :

1. As thy days, so shall thy strength be.
2. Either he made a mistake, or he wilfully misrepresented the matter.
3. I will tell you how the error occurred, and you may then form your own judgment.

4. You know it is wrong, then you must correct it, otherwise you can receive no mark.

5. If I will that he tarry till I come, what is that to thee ?

6. Provided you endorse that statement, I will approve of the plan.

7. The fact that Homer's works were called the Bible of the Greeks shows that literature was no amusement of an idle hour.

8. Thou art not alone if thou have faith.

9. Nothing but confusion will result unless definite measures be adopted.

10. I can see them, but how shall I fix them for you ?

11. Though never seen before, still they are the same.

12. It is the same only now it seems brighter than when I first saw it.

13. Tears come to my eyes as I think of it and of all it means.

14. The grapes have ripened in the sun before they are plucked for wine.

15. While he was yet a boy,

The moon, the glory of the sun,
And streams that murmur as they run
Had been his dearest joy.

16. So do not let me wear to-night away ;

Without thee what is all the morning's wealth ?
Come, blessed barrier between day and day.

17. Wisdom is the principal thing ; therefore get wisdom.

18. Blessed are the pure in heart, for they shall see God.

19. Year by year it is the same, and when I see it I feel that I have once more entered on a new life.

20. Ah ! that thou couldst know thy joy,
Ere it passes, barefoot boy !

21. For the good are always the merry.

22. Until death, all is life.

23. Ah, yet, ere I descend to the grave,
May I a small house and large garden have,
And a few friends, and many books, both true.

24. Wealth I ask not, hope nor love.

25. All the world I saw or knew
Seemed a complex Chinese toy.

26. When I was a beggarly boy
And lived in a cellar damp,
I had not a friend nor a toy
But I had Aladdin's lamp.

LESSON LXI

SENTENCES

A Sentence is a complete statement.

According to grammatical construction there are three kinds of Sentences: **Simple, Complex, Compound.**

1. A **Simple** sentence contains but one subject and predicate: ex.:

I saw you in the garden.

*Mary and I go to school together.

She †plays and sings very nicely.

2. A **Complex** sentence contains one principal clause with any number of dependent clauses; ex.:

I saw you when you were in the garden.

3. A **Compound** sentence contains more than one principal statement. It may consist of:—

1. Several independent clauses; ex.:

The world is happy, the world is wide.

2. Principal and independent clauses; ex.:

I saw you when you were in the garden, but I could not attract your attention.

3. Several principal clauses; ex.:

I saw you when you were in the garden, but I could not attract your attention as you were busy reading.

* A compound subject.

† A compound predicate.

Exercise 153.

Write out five Simple sentences, five Complex sentences, five Compound sentences.

Exercise 154.

Write out eighteen original sentences :—

- a. Three containing phrases* used as adjectives.
- b. Three containing phrases used as adverbs.
- c. Three containing phrases used as nouns.
- d. Three containing clauses used as adjectives.
- e. Three containing clauses used as adverbs.
- f. Three containing clauses used as nouns.

Exercise 155.

Write out the numbers of the Compound sentences in Ex. 134.

Exercise 156.

Combine the following statements in such a way as to form :—

(a) A simple sentence ; (b) a complex sentence ; (c) a compound sentence ; thus :

She saw her father in the distance. She ran towards him. She carried in her hand some flowers. She had just gathered the flowers.

Simple Sentence.—Seeing her father in the distance, she ran towards him carrying in her hand the freshly-gathered flowers.

Complex Sentence.—When she caught sight of her father in

* Participial, prepositional, and infinitive.

the distance, she ran towards him carrying in her hand some flowers she had just gathered.

Compound Sentence.—She saw her father in the distance, and she ran towards him, carrying in her hand the freshly-gathered flowers.

1. A sailor travelled in China. He sent his mother a pound of tea. She did not know its use. She boiled the leaves and threw away the water!

2. Charles Lamb never married. He devoted his life to his sister Mary. Mary Lamb had periods of insanity.

3. Walter Raleigh was a great favourite of Queen Elizabeth. James I imprisoned him in the Tower. While there he wrote a History of the World. Later he was beheaded.

4. Cardinal Wolsey was the son of a butcher of Ipswich. He took his degree at the age of sixteen. He became tutor in a private family. He rose by successive steps. He became Primate of England.

5. He realised the difficulty of his position. He saw its many dangers. His courage rose high. He thought of the great good that would surely accrue to his country when he succeeded.

6. Elsie graduated. Then she travelled through many strange countries. She saw many beautiful sights. She realized then how deeply she loved the country in which she was born.

7. The Indians sold an island. It was the island of Manhattan. The Dutch were settlers. They bought the island. On it now stands New York. New York is one of the richest cities in the world. The price was only a few dollars.

8. The Chinese guarded well the secret of the manufacture of silk. Three gentlemen travelled in China. They stole some eggs of the silk-worm. They brought them to Europe in a hole which they had bored in a walking-stick.

9. It was in Elizabeth's time that England became mistress of the seas. Her supremacy was established by her famous seamen. Frobisher, Drake and Hawkins were among the most noted navigators of that period.

Exercise 157.

Name the kinds of the sentences in Exercise 152.

LESSON LXII

INDEPENDENT ELEMENTS

An **Independent Element** may be any word or expression which is not necessary to the construction of the sentence in which it stands, consequently it may be omitted without altering the meaning.

The chief Independent Elements are:—

1. The **Nominative of Address**. (See Lesson XXXI.)
2. The **Nominative of Exclamation**. (See Lesson XXXI.)
3. **Interjections**.
4. **Adverbial phrases and Adverbs** that modify a whole sentence; as :

Fortunately for us, the train was late.

Certainly, you may go now.

5. “**It**” and “**There**” used as Preparatory Words. (See Lesson XLVI.)

6. **Any clause or expression used parenthetically ; as :**

Then, *of course*, the matter was soon settled.

The flames leapt, *as it were*, from tree to tree.

Exercise 158.

Point out the Independent Elements and say of what nature each is :

1. To say the least of it, it was uninteresting.
2. If I must tell you the truth, I was disappointed.
3. At all events, we can but try.
4. Awake, O bell! proclaim the hour.
5. It was a mistake to say so, at any rate.

6. Hark! hark! the lark at heaven's gate sings.
7. Let me hear thy shouts, thou happy shepherd boy!
8. Tell me, ye jovial sailors, tell me here.
9. On a day—alack the day!—
Love spied a blossom passing fair.
10. O evil day! if I were sullen
While Earth herself is adorning.
11. Holds earth aught, speak truth, above her?
12. If my standard-bearer fall, as fall full well he may,
Press where ye see my white plume shine.
13. I confess, it is my shame to be so fond.
14. Oh! it is excellent to have a giant's strength.
15. After roving in the woods
('Twas April then), I came and sat
Below the chestnuts.
16. "Foul craven!" exclaimed Ivanhoe, "does he blench from the
helm?"
17. My friends! do they now and then
Send a wish or a thought after me?

LESSON LXIII

INFLECTION—DECLENSION—CONJUGATION

An **Inflection** is a change in the form of a word to show some change in the meaning.

actor	actress	actors
tell	tells	told

English is not a highly inflected language, yet all the parts of speech except prepositions, conjunctions, and interjections, undergo more or less changes or inflections.

1. **Nouns** are inflected for number, gender, and possessive case.

2. **Pronouns** are inflected for person, number, gender, case.

Declension is the orderly arrangement of the inflections of a noun or pronoun.

DECLENSION OF NOUNS

	<i>Singular</i>		<i>Plural</i>	
	<i>Mas.</i>	<i>Fem.</i>	<i>Mas.</i>	<i>Fem.</i>
NOM.	prince	princess	princes	princesses
POSS.	prince's	princess's	princes'	princesses'
OBJ.	prince	princess	princes	princesses

Decline: *man, boy, goat, emperor.*

DECLENSION OF PRONOUNS

FIRST PERSON

	<i>Singular</i>	<i>Plural</i>
NOMINATIVE	I	we
POSSESSIVE	my, mine	our, ours
OBJECTIVE	me	us

SECOND PERSON

NOMINATIVE	thou	you
POSSESSIVE	thy, thine	your, yours
OBJECTIVE	thee	you

THIRD PERSON

	<i>Masculine</i>	<i>Feminine</i>	<i>Neuter</i>	<i>All genders</i>
NOMINATIVE	he	she	it	they
POSSESSIVE	his	her, hers	its	their, theirs
OBJECTIVE	him	her	it	them

Exercise 159.

Decline the pronouns: *who, myself, whoever.*

3. **Descriptive adjectives** * and some **adverbs** are inflected for degree, and this is called **Comparison** (see Lesson XX).

* *This* and *that* used as adjectives take the plural forms *these* and *those*, and so are inflected for number.

4. Verbs are inflected for Voice, Mood, Tense, Person, and Number.

Conjugation is the orderly arrangement of the forms of a verb to show Voice, Mood, Tense, Person, Number.

The verb *to be* contains the greatest number of inflections; other verbs have but four or five forms in ordinary use. (Lesson IV.)

The chief verbal inflections are :

1. *s, es*, to form the third person singular : do, does; buy, buys.

2. *d, ed, t*, or some vowel change to form the past tense and past participle : loved, did; gave.

3. *ing*, to form the present participle : giving, doing.

4. *n* or *en*, to form the past participle of some irregular verbs : taken, beaten.

The terminations *st* or *est* (thou lovest) and *th* or *eth* (he doth, he goeth) survive only in poetical or Biblical language.

CONJUGATION OF VERB

TO BE

INFINITIVES

PRESENT
To be

PERFECT
To have been

PARTICIPLES

PRESENT
Being

PAST
Been

PERFECT
Having been

INDICATIVE MOOD

PRESENT TENSE

Singular

1. I am
2. Thou art
3. He is

Plural

1. We are
2. You are
3. They are

PAST TENSE

<i>Singular</i>	<i>Plural</i>
1. I was	1. We were
2. Thou wast	2. You were
3. He was	3. They were

FUTURE TENSE

<i>Singular</i>	<i>Plural</i>
1. I shall be	1. We shall be
2. Thou wilt be	2. You will be
3. He will be	3. They will be

PRESENT PERFECT TENSE

1. I have been	1. We have been
2. Thou hast been	2. You have been
3. He has been	3. They have been

PAST PRESENT TENSE (PLUPERFECT)

1. I had been	1. We had been
2. Thou hadst been	2. You had been
3. He had been	3. They had been

FUTURE PERFECT TENSE

1. I shall have been	1. We shall have been
2. Thou wilt have been	2. You will have been
3. He will have been	3. They will have been

IMPERATIVE MOOD.

<i>Singular</i>	<i>Plural</i>
2 Be (thou, you)	2. Be (you, ye)

SUBJUNCTIVE MOOD

PRESENT TENSE

<i>Singular</i>	<i>Plural</i>
1. If I be	1. If we be
2. If thou be	2. If you be
3. If he be	3. If they be

PAST TENSE

- | | |
|------------------------|-----------------|
| 1. If I were | 1. If we were |
| 2. If thou were (wert) | 2. If you were |
| 3. If he were | 3. If they were |

FUTURE TENSE

- | | |
|------------------------|----------------------|
| 1. If I should be | 1. If we should be |
| 2. If thou shouldst be | 2. If you should be |
| 3. If he should be | 3. If they should be |

PRESENT PERFECT TENSE

- | | |
|----------------------|----------------------|
| 1. If I have been | 1. If we have been |
| 2. If thou have been | 2. If you have been |
| 3. If he have been | 3. If they have been |

PAST PERFECT TENSE (PLUPERFECT)

- | | |
|-----------------------|---------------------|
| 1. If I had been | 1. If we had been |
| 2. If thou hadst been | 2. If you had been |
| 3. If he had been | 3. If they had been |

FUTURE PERFECT TENSE

- | | |
|-------------------------------|-----------------------------|
| 1. If I should have been | 1. If we should have been |
| 2. If thou shouldst have been | 2. If you should have been |
| 3. If he should have been | 3. If they should have been |

CONJUGATION OF VERB

TO LOVE

Active Voice

Passive Voice

INFINITIVES

PRESENT	To love	To be loved
PERFECT	To have loved	To have been loved

PARTICIPLES

PRESENT	Loving	Being loved
PAST	Loved	Loved
PERFECT	Having loved	Having been loved

Active Voice

Passive Voice

INDICATIVE MOOD

PRESENT TENSE.

Singular

1. I love
2. Thou lovest
3. He loves

Plural

1. We love
2. You love
3. They love

Singular

1. I am loved
2. Thou art loved
3. He is loved

Plural

1. We are loved
2. You are loved
3. They are loved.

PAST TENSE

Singular

1. I loved
2. Thou lovedst
3. He loved

Plural

1. We loved
2. You loved
3. They loved

Singular

1. I was loved
2. Thou wast loved
3. He was loved

Plural

1. We were loved
2. You were loved
3. They were loved

FUTURE TENSE

Singular

1. I shall love
2. Thou wilt love
3. He will love

Plural

1. We shall love
2. You will love
3. They will love

Singular

1. I shall be loved
2. Thou wilt be loved
3. He will be loved

Plural

1. We shall be loved
2. You will be loved
3. They will be loved

PRESENT PERFECT TENSE

1. I have loved

1. I have been loved

Active Voice**Passive Voice****PAST PERFECT TENSE (PLUPERFECT)**

I had loved

I had been loved

FUTURE PERFECT TENSE

I shall have loved

I shall have been loved

Active Voice**Passive Voice****IMPERATIVE MOOD***Singular*

2. Love (thou, you)

Plural

2. Be loved (you, ye)

Active Voice**Passive Voice****SUBJUNCTIVE MOOD****PRESENT TENSE***Singular*

1. If I love
2. If thou love
3. If he love

Singular

1. If I be loved
2. If thou be loved
3. If he be loved

Plural

1. If we love
2. If you love
3. If they love

Plural

1. If we be loved
2. If you be loved
3. If they be loved

PAST TENSE*Singular*

1. If I loved
2. If thou lovedst
3. If he loved

Singular

1. If I were loved
2. If thou wert loved
3. If he were loved

Plural

1. If we loved
2. If you lovedst
3. If they loved

Plural

1. If we were loved
2. If you were loved
3. If they were loved

Active Voice**Passive Voice****FUTURE TENSE***Singular*

1. If I should love
2. If thou shouldst love
3. If he should love

Plural

1. If we should love
2. If you should love
3. If they should love

Singular

1. If I should be loved
2. If thou shouldst be loved
3. If he should be loved

Plural

1. If we should be loved
2. If you should be loved
3. If they should be loved.

The Progressive or Continuous Conjugation is formed by the Auxiliary *Be* and a present participle.

INDICATIVE MOOD**PRESENT TENSE**

I am loving.

PAST TENSE

I was loving.

FUTURE TENSE

I shall be loving.

PRESENT PERFECT TENSE

I have been loving.

PAST PERFECT TENSE

I had been loving.

FUTURE PERFECT TENSE

I shall have been loving.

IMPERATIVE MOOD**PRESENT TENSE**

Be loving (thou).

SUBJUNCTIVE MOOD**PRESENT TENSE**

If I be loving.

PAST TENSE

If I were loving.

FUTURE TENSE

If I should be loving.

PRESENT PERFECT TENSE

If I have been loving.

PAST PERFECT TENSE

If I had been loving.

FUTURE PERFECT TENSE

If I should have been loving.

Exercise 160.

By reference to the verbs *Love* and *Be*, answer the following questions:—

1. Which tense of the verb *to be* contains the greatest number of inflections? Name them.

2. In the verb *to be* how does the Subjunctive present differ from the Indicative present? Conjugate each tense.

3. In which persons of the verb *to be* does the Subjunctive past differ from the Indicative past?

4. What Auxiliary helps to form the Indicative future? the Subjunctive future?

5. In all verbs except the verb *to be* what ending has the third person singular of the present Indicative? How does this differ from the third person singular of the present Subjunctive?

LESSON LXIV

SPECIAL PLURALS OF NOUNS

Review Lesson XIII.

1. Plural of Compound Words

a. In Compound Nouns the plural sign is generally affixed to the main part of the word, not to the descriptive part; as:

men-of-war	daughters-in-law
courts-martial	ox-carts
knights-errant	merchant-men

b. If there is no noun in the compound word, the *s* is placed at the end; as:

forget-me-nots	go-betweens
break-downs	three-per-cents

c. The plural sign is affixed to both parts in:

knights-templars	men-servants
women-servants	men-singers

d. When proper names are preceded by titles, it is correct to pluralize the name when the names are the same; as:

the Mr. Smiths	the Mrs. Joneses
the Miss Carters	the Col. Browns

The more formal use is to make the title plural; as:

the Messrs. Smith	the Misses Carter
-------------------	-------------------

Should the name be different, make the title plural; as:

Messrs. Arnold and Wright	Colonels Clark and Steele
Professors Jones and Robinson	Misses May and Clara Brown

e. Nouns ending in *full* form their plural regularly; as: pailfuls, spoonfuls.

f. The words: Brahman, German, Mussulman, Norman, Ottoman, talisman are not compounds of *man*, so form their plural in *s*.

2. Double Plurals

A few nouns have two plurals, each having its own meaning. They are:

✓ brother	{	brothers (of a family)
		brethren (of a society)
✓ cloth	{	cloths (pieces of goods)
		clothes (garments)
die	{	dies (stamps for coining)
		dice (cubes for gaming)
fish	{	fish (taken together)
		fishes (taken singly)
genius	{	geniuses (people of ability)
		genii (spirits)
index	{	indexes (tables of contents)
		indices (signs in algebra)

penny	{	pennies	(showing number)
		pence	(showing value)
shot	{	shots	(distinct sounds)
		shot	(lead balls)

3. Nouns used only in the Singular

Abstract nouns, names of arts and sciences, names of some diseases and some materials * have no plural ; as :

prudence	charity	justice
music	poetry	mathematics†
mumps	cholera	diphtheria
news	flour	measles

4. Nouns used only in the Plural

These are usually double or multiform in character. The following are the chief :

aborigines	annals	ashes	pincers	proceeds
embers	nuptials	oats	snuffers	suds
riches	scissors	shears	trousers	victuals
thanks	tongs	dreys	eaves	

5. Nouns alike in both Numbers

The chief of these are :

alms	amends	apparatus	corps
deer	grouse	means	odds
pains	salmon	series	sheep
species	swine	trout	vermin

* These may take a plural form when *kinds* are indicated ; as : several wines, different woods, good coffees.

† Nouns ending in *ics* are singular except *athletics* and *politics* which are generally regarded as plural.

Several nouns which may take the plural form retain the singular when preceded by a numeral ; as :

four *ton* of coal
two *pair* of horses

twenty *sail*
fifty *head* of cattle.

6. Foreign Plurals

Foreign nouns, as a rule, retain their foreign plurals.
Learn the following :—

*formula	formulæ	synopsis	synopses
nebula	nebulae	apex	apices
vertebra	vertebræ	vortex	vortices
larva	larvæ	vertex	vertices
terminus	termini	*appendix	appendices
focus	foci	phenomenon	phenomena
fungus	fungi	animalculum	animalcula
radius	radii	bacterium	bacteria
*genius	genii	datum	data
stigma	stigmata	erratum	errata
analysis	analyses	*memorandum	memoranda
antithesis	antitheses	stratum	strata
basis	bases	curriculum	curricula
crisis	crises	genus	genera
ellipsis	ellipses	*seraph	seraphim
parenthesis	parentheses	*cherub	cherubim
thesis	theses	tableau	tableaux
oasis	oases	*beau	beaux

Exercise 161.

1. Give the plural form of the following nouns :—

arcaneum	pailful	nuncio
mouse-trap	sergeant-at-arms	man-of-war
break-down	cherub	soliloquy

*These nouns also take a plural in *s* (or *es*) which frequently has a meaning or use different from that of the foreign plural.

motto	ally	medium
madame	talisman	major-general
appendix	Henry	fungus
knight-errant	secretary of state	man-servant
chorister	court-martial	sister-in-law
Prince of Wales	candelabrum	Ottoman
forget-me-not	ox	tomato
Knight-Templar	sir	Mr. Jones
gulf	deer	Miss Smith
lily of the valley	alumnus	looker-on
sheaf	echo	aide-de-camp

2. Give with meanings five nouns having double plurals.
3. Give five nouns used alike for singular and plural.
4. Give ten nouns having no singular form.
5. Give five nouns having no plural form.

Exercise 162.

Supply the correct verb form * in :—

1. What — your news ?.
2. Mathematics — hard for me.
3. The gallows — erected.
4. Molasses — good for children.
5. Such phenomena — interesting to children.
6. The United States — sent a message of sympathy.
7. Their nuptials — being celebrated with great pomp.
8. Politics — the science and art of government.
9. The politics of that country — in an unsettled condition.
10. Ignis fatui — often seen in swampy lands.
11. The eaves of the house — thirty feet from the ground.
12. The proceeds — insufficient to cover expenses.
13. Salmon — found in that river.
14. Many deer — seen in Farnham Park.
15. Dice — used in playing backgammon : one cube is called a die,
as : The gambler has thrown his last die.

* Use the present tense throughout.

16. That dye — not deep enough.
17. How many shot — in the box ?
18. In that lake — many fish.
19. The apparatus — already prepared.
20. The series — incomplete.

Exercise 163.

Supply in its correct form (singular or plural) the noun required in the following sentences:—

1. Earthquakes and volcanoes are — of Nature.
2. Professor Snow is collecting — for his new book.
3. I will make a — of that fact.
4. Among musical —, Mozart is conspicuous.
5. Men and animals are divided into classes called —.
6. I have forgotten the chemical — for water.
7. In a composition you should not use many —.
8. Crossing the Sahara, we passed several —.
9. The backbone is composed of twenty-six —.
10. Make a — of the reign of Charles I.
11. Truth is the — of error ; light, of darkness.
12. The — of that disease occurs in three days.
13. At the end of this book you will find three —.
14. The chemist made several — of that substance.
15. The lower — of air are always the densest.
16. Cabs are sent free within a — of half a mile.
17. A lens brings the rays of light to a —.
18. Water is full of —.
19. Many — are harmless in a healthy body.
20. On what — do you explain such phenomena ?
21. I can explain the fact on no other —.
22. He attended a dinner given by the — of Princeton.
23. The — of Bryn Mawr will meet next week.

LESSON LXV

INDIRECT OBJECTS

1. Dative Indirect Object.

(See Lesson XXI.)

2. Factitive Indirect Object.

Some verbs like make, believe, consider, think, crown, choose, elect, appoint, name, call, etc., may take two objects, the second or factitive indirect object showing the result of the action upon the direct object; ex.:

The tutor made the boy a careful *student*.*

His parents named him *John*.*

The infinitive *to be* may generally be understood between the two objects, and so some grammarians prefer to call the second object a predicate objective.

John

Proper noun, third person, singular number, masculine gender. Objective case after the copulative infinitive (*to be*).

Exercise 164.

Write out the factitive indirect objects in the following, and give the case of five of them.

1. I consider him a good physician.
2. The barons proclaimed him king.
3. Balliol acknowledged Edward overlord.
4. I proved it to be him.
5. The committee appointed Mr. Smith secretary.

* Note that the two objects always mean the same person.

6. They kept him a close prisoner.
7. He proved himself a valuable servant.
8. She found her niece a capable little person.
9. They thought it a beautiful place.
10. Many do call me fool.
11. Socrates styled beauty a short-lived tyranny.
12. He made me appear the aggressor.

When such sentences have the verb put in the passive voice, the factitive indirect object becomes a predicate nominative; ex.:

Her companions made her *president*. (Fac. ind. obj.)

She was made *president*. (Pred. nom.)

3. Infinitive Indirect Object.

Verbs of Perception, such as *see*, *hear*, *feel*, and a few others; need, bid, let, make, dare, etc., often take an infinitive indirect object, sometimes with the sign *to* suppressed, as,

I saw him *strike* the boy.

They dared him *to do* it.

Exercise 165.

Point out the Infinitive Indirect Objects in the following:

1. The farmers heard the cannon roar.
2. We saw the vessel strike upon the rock.
3. I felt her touch me.
4. Yesterday the sullen year
Saw the snowy whirlwind fly.
5. Who saw him die?
6. We watched them drive away
7. Let him go.
8. I wanted him to see it.

Exercise 166.

Write out and name the indirect objects in the following sentences :—

1. He believes it all a mistake.
2. I think this the prettiest binding.
3. Teach him to say it well.
4. She prayed to the angels to keep me from harm.
5. Grant me my heart's desire.
6. Compel them to come in.
7. They watched the ships sink.
8. Balliol acknowledged Edward his liege lord.
9. I bought him the best horse I could find.

LESSON LXVI

SPECIAL OBJECTS

1. Adverbial Object.

The **Adverbial Object** is a noun used with an adverbial significance: it may denote time, place, manner, age, measurement, value, etc.

TIME	It happened two <i>hours</i> ago. I saw him last <i>week</i> .
PLACE	We are going <i>home</i> .
MANNER	They fought <i>tooth and nail</i> .
AGE	She lived ten <i>years</i> .
MEASUREMENT	The dining-room measures twenty <i>feet</i> .
VALUE	That cost five <i>dollars</i> .

Parsing

hours	Common noun, third person, plural number, neuter gender, Adverbial object of time, modifies the verb <i>happened</i> .
-------	---

2. Cognate Object (Cog—together : natus—born).

The **Cognate Object** is a noun derived from the same root as the intransitive verb it follows; ex: .

I have fought a good *fight*.

Such a *sleep* they sleep!

Parsing

sleep	Abstract noun, third person, singular number, neuter gender, Cognate object after the intransitive verb <i>sleep</i> .
-------	---

Exercise 167.

From the following, select the Adverbial and the Cognate objects, and arrange them in two columns.

1. A scornful laugh laughed he.
2. They ran a fine race.
3. "Go west, young man," was his advice
4. The men dug down ten feet.
5. All day long the noise of battle rolled among the mountains.
6. Sleep the sleep that knows not breaking.
7. Destroy them root and branch.
8. I never dream such dreams.
9. They walked along hand in hand.
10. She had lived a life of comfort.
11. He turned that way, and went home.
12. Three years she grew in sun and shower.
13. A second time did Matthew stop.
14. They are dancing a new dance this season.
15. He winked a sly wink.
16. His new house cost a large sum.
17. Cowards die many times before their death.
18. Smiling they live and call life pleasure.

LESSON LXVII

SIX WAYS A NOUN MAY BE IN THE OBJECTIVE CASE

- | | |
|------------------------------|--|
| 1. OBJECT OF TRANSITIVE VERB | The sound shook the <i>earth</i> . |
| 2. OBJECT OF PREPOSITION | It was lost among the <i>bushes</i> . |
| 3. IN APPPOSITION TO OBJECT | Look at that tree, the <i>maple</i> . |
| 4. ADVERBIAL OBJECT | I turned this <i>way</i> and that. |
| 5. COGNATE OBJECT | She smiled a bright <i>smile</i> . |
| 6. FACTITIVE OBJECT | The majority chose him <i>leader</i> . |

Exercise 168.

Learn the above, and re-write, using original examples.

Exercise 169.

Name the different objects (direct and indirect) used in the following sentences :—

1. He deserves consideration from you.
2. We all believed him the guilty person.
3. Have you seen "Laddie," my new collie?
4. I lent him a thousand dollars, a sum I could ill spare.
5. The French consider that cathedral the finest specimen of Gothic architecture.
6. That man weighs two hundred and fifty pounds.
7. Smith and Brown ran a close race.
8. She called me her friend.
9. She smiled a sad smile.
10. They charged Smith, the umpire, with favouritism.
11. I do not think her a careful girl.
12. The gate-keeper refused them admittance.
13. To thine own self be true.
14. I bade him reconsider his message.
15. Fear of death makes many a man a coward.
16. She held the position two years.
17. I bade him adieu with a heavy heart.

18. Let me die the death of the righteous.
19. God called the light day.
20. Will you buy me a watch?
21. Variety gives interest to style.
22. Give every man thine ear.
23. Time makes the worst enemies friends.
24. Let thy servant go.
25. He sang the praise of Athens, the eye of Greece.
26. The thief doth fear each bush an officer.
27. I waited but a little while.
28. Now I live a life of ease.
29. I care not for wealth two straws.
30. Nature made Shakespeare a poet.
31. Such a sleep they sleep, the men I love.
32. They considered the verdict a just one.
33. He was willing to try his skill.
34. He stood head and shoulders above them all.

LESSON LXVIII

POSSESSIVE CASE

1. **General Rule.** The possessive case is generally formed by adding apostrophe and *s* ('*s*), but if the word ends in *s*, place the apostrophe after the *s*.

men's gloves
a pupil's exercise

boys' hats
the pupils' exercises

2. **Special Rules.**

a. **Singular nouns ending in *s*:** If the word ends in *s* or an *s*-sound, place the apostrophe after the *s*; as:

for righteousness' sake
for Jesus' sake
Moses' rod

for peace' sake
in justice' cause
Euripides' plays

Custom favors adding the 's to proper names of one syllable, but if the word is longer, then add the apostrophe only ; as :

Mr. Williams' store, Mrs. Hargreaves' house.

b. Common Possession.

When two or more persons own a thing *in common*, the possessive sign is placed at the end of the last name; as :

Messrs. Acker, Merrill, and Condit's store.

William and Mary's reign.

But to denote *separate possession*, add the apostrophe and s to both names; as :

John's and Mary's hats.

c. Compound Nouns, Words in Apposition, and Expressions taken as Compound.

These all add the possessive sign to the last of the compound expression ; as :

sister-in-law's house

thy servant David's sake*

somebody else's business

knight-errant's travels

Tom, the sweep's house

Chief of Police's residence

When this construction is awkward, it is better to use the objective with the preposition *of* ; as :

The residence of the Chief of Police.

Note.—As a rule the sign of the possessive should not be used in connection with *things* unless Personification† is intended ; say, the honor of America, not America's honor. Such expressions as the following are correct:—

*Servant is Possessive case, governed by the noun *sake*, and *David's* is Possessive case in apposition to the noun *servant*.

† A figure of speech by which inanimate objects are represented as possessing the qualities and attributes of human beings.

A day's wage
A week's delay

A year's work
The earth's surface

In poetry, when things are personified, the possessive sign is freely used ; as :

A sweeter sod
Than *Fancy's* feet have ever trod.
Ye died amid your dying *country's* cries.

Apostrophe and *s* is also used to form the plural of letters, figures, and symbols ; as :

Dot your i's and cross your t's.
Your + 's and — 's are wrongly placed.

Exercise 170.

In parallel columns write the possessive singular and the possessive plural of the following nouns :—

grocer	goose	spy	ally
fox	sheep	wife	ox
mouse	negro	talisman	lady
sister-in-law	man-servant	man-of-war	goddess
writer	German	fisherman	child
enemy	boy	Frenchman	poet

Exercise 171.

Re-write the following, using the possessive form :—

1. Hospital for mothers and babies.
2. Furnishings for men and boys.
3. The dresses of Mary and Helen.
4. Store of Smith and Brown.
5. Houses of Doctor Ray and Doctor Bent.
6. Line of Mason and Dixon.
7. Holes of several foxes.
8. Room of Miss Williams.
9. Dictionaries of Webster and Worcester.

10. Law office of Mr. Cole and Mr. Potts.
11. Book of John or William.
12. The orders of your mistress.
13. For the sake of conscience.

LESSON LXIX

NUMBER OF VERBS

1. **General Rule.** A verb must agree with its subject in person and in number

2. **Special Rules.**

1. Two or more singular subjects joined by *and* take a plural verb,* as:

Mary and her sister *are* going to school.

2. Two or more singular subjects joined by *or* or *nor* take a singular verb; as:

Either French or German *is* required.

Neither the one nor the other *is* of any use.

3. Two or more subjects joined by *or* or *nor* of different persons or numbers require that the verb should agree with the last subject; as:

Either you or I *am* to blame.

One or two *are* sufficient.

When such expressions are displeasing to the ear you may :—

- a. Repeat the verb for both subjects; as :

Either you *are* to blame or I *am*.

- b. Use some verb form that does not change; as :—

Either you or I *must* be to blame.

* Except when the two nouns mean the same person; as: My friend and comrade accompanies me.

4. Subjects plural in form but singular in meaning take a singular verb; as :

a. Bread and milk *is* a wholesome food.

b. "Gulliver's Travels" *was* written by Dean Swift.

5. Two Subjects connected by *as well as*, *also*, *together with*, take a verb which shall agree with the first subject, as :

The child, as well as the teacher, *was* praised.

The general, together with all his men, *was* compelled to surrender.

6. Collective nouns take a singular verb when the idea is of the whole, a plural verb where the idea is of the individuals comprising the whole, as :

The crew *is* the human machinery of the ship.

The crew *were* dissatisfied.

The jury *is* discharged.

The jury *were* unanimous.

Caution: Be careful not to allow intervening words to disturb the agreement of subject and verb.

One of us *is* wrong. (Subject *one*.)

Exercise 172.

Insert in each sentence the proper form of the verb *to be** or *to have*, and state the rule involved.

1. Four years' practice — made him proficient.
2. None of us — sufficient to himself.
3. Pork and beans — a sustaining food.
4. A thousand dollars — a considerable sum.
5. Neither the one nor the other — right.
6. The mother, with her two daughters, — gone home.
7. You must decide whether you or I — to copy that.
8. Pen, ink, and paper — here.

*Use present tense.

9. The family — respected in Virginia.
10. The family — at dinner.
11. Six dollars — offered to him.
12. The whole body of students — dismissed.
13. My guardian and friend, Mr. Smith, — here.
14. "The three Musketeers" — a novel by Dumas.
15. Neither he nor his sisters — going.
16. Both he and his sisters — decided to remain.
17. The one or the other — necessary.
18. The jury — unanimous.
19. Neither poverty nor wealth — his lot.
20. Each of the children — capable of doing good work.
21. Either the child or his parents — to blame.
22. Either the servants or their master — responsible.
23. Five miles — a long walk.
24. The Russian nobility — in an impoverished condition.
25. Either John or his sister — written.
26. Neither of the books — very suitable.
27. The people — of one mind.
28. That famous poet and dramatist — himself poor and unknown.
29. A thousand dollars — placed to your credit.
30. Two spoonfuls of that mixture — too much.

In Relative clauses, remember that the verb must agree with the subject, and the subject with the antecedent.

Exercise 173.

Cross out the incorrect verb form, and give the reason of your choice.

1. That is one of the best pictures that (has, have) been hung.
2. She has one of the prettiest dresses that (has, have) been sold.
3. My window is one of those that (looks, look) on to the road.
4. She is one of those restless people who (is, are) always moving.
5. I am the one who (is, am) meant.
6. One of his many favourites (is, are) —
7. You are the first man that (has, have) arrived.
8. He comes of a family that (enjoy, enjoys) perfect health.

9. He is the one of the family that (enjoy, enjoys) perfect health.
10. Of those women she is the one who (does, do) most good in the world.
11. She is one of those who (does, do) good in the world.
12. I am the one who (does, do) that.
13. It is I who (makes, make) that mistake.
14. It is not I who (does, do) it.

ON PRONOUN FORMS

Exercise 174.

Who, Whom.

Supply the correct pronoun and give the reason fully, thus :
It was I—you called.

Whom | Obj. case gov. by tr. v. *called*.

1. — did you speak to ? *
2. — do you expect to-day ?
3. — are you making that for ?
4. I don't know — to ask about it.
5. I wonder — will do it.
6. I wonder — it will be done by.
7. — did you meet ?
8. — did you take him to be ?
9. — do you think he was ?
10. — do you think I met ?
11. The child — you spoke to is my sister.
12. Here is the lady — we have met to honour.
13. The men — you see want work.
14. It was I — they sent to.
15. It was I — said it.
16. — did you say you met ?
17. You surely know — I am.

*In familiar conversation it is permissible to send the preposition to the end of the sentence, but in careful composition it is better to say, To whom did you speak ?

18. You surely know for — you were sent.
19. Be careful — you give it to.
20. Can you tell — this is from ?
21. I am curious to know — it could be.
22. I will give this to — ever does the best work.
23. I will give this to — ever the master praises.
24. — is he like ?
25. That is — I meant.
26. The prize will be given to — ever deserves it.

Exercise 175.**I, Me.**

1. Was it — ?
2. You said it was —.
3. Mary and — saw it.
4. Come with Mary and —.
5. You and — will go.
6. He is older than —.
7. Compare him with —.
8. She was rude to Jane and —.
9. It was — who said it.
10. He or — must go.
11. She knew it to be —.
12. She knew it was —.
13. She is as old as —.
14. That was given to you and —.
15. Father called you and —.
16. Will you come with mother and — ?
17. Who is the taller, you or —.
18. Who is there ? —.
19. You have always been kind to us, sister and —.
20. People like you and — don't admire such things.

We, Us.

1. It was not — who went.
2. Did you think it was — ?

3. They knew it was —.
4. They thought it to be —.
5. All went except —.
6. He knows it as well as —.
7. She is as good as —.
8. They are wiser than —.
9. — girls are going.
10. He gave it to — girls.
11. It makes no difference to you or —.
12. — Americans think so.
13. He came to visit — Americans.
14. Then you may expect mother and — children.
15. When you saw Susan and —, we were very happy.

He, Him.

1. I expect it was —.
2. I expect it to be —.
3. — that is idle, reprove.
4. My sister is taller than —.
5. Explain that to Jessie and —.
6. Let — that thinks so try.
7. Was it — who answered?
8. Go with James and —.
9. Rob and — both went.
10. Whom can I send if not —?
11. — that overcometh will I make a pillar in the temple.
12. If I were — I should try again.
13. What can one expect from such as —?

She, Her.

1. It might have been —.
2. I know it was not —.
3. I know it to be —.
4. Many do as well as —.
5. Few do better than —.
6. — and Jane will help.
7. They were sent to sister and —
8. Mother and — met lately.

9. All were invited, — among the rest.
10. I invited them all, — among the others.
11. Could it have been — that called?
12. I don't know who did it, if not —.

They, Them.

1. It is — whom I want.
2. It may have been —.
3. I knew it to be —.
4. Could it be —?
5. We are poorer than —.
6. We are as interested as —.
7. Place it between you and —.
8. Was it you or — said so?
9. Both you and — were right.
10. I ask no favor of you or —.
11. What else may be expected from such as —?
12. He is afraid to let you or — know it.
13. People like — make many mistakes.
14. He shook hands with all, — among the rest.

LESSON LXX

DIRECT AND INDIRECT DISCOURSE

In Direct Discourse the exact words of the original statement are repeated; as:

Then some one said, "*We will return no more.*"

Giles said, "*I've never noticed it.*"

"*Courage!*" he said.

In writing a direct quotation we must observe three things:

1. Precede the quotation:—

a. By a colon, if it is long or formal.

b. By a comma, if it is short or familiar.

2. Begin the quotation with a capital.
3. Enclose the quotation within quotation marks.

In **Indirect Discourse** we give the substance of what was said, but repeat it in our own words ; as :

Then one of them said *they would not return again.*

Giles said *he had not noticed it.*

He bade them *take courage.*

The same principle and rules apply to **Direct and Indirect Questions** ; as :

"Are ye sleeping, Marg'ret?" he says. (Direct.)

He asks Margaret *if she is sleeping.* (Indirect.)

Indirect Questions occur after such verbs as ask, think, doubt, wonder, perceive, etc.

They are introduced by :—

1. **Interrogative pronouns** : who, which, what ; as :

I asked him *who did it.*

2. **Interrogative pronominal adjectives** ; as :

I wonder *which book he read.*

3. **Subordinate conjunctions** : if, whether, how, when, where, why, whence, whither, etc.

I cannot think *why he will not do that.*

Do not call any clause an indirect question unless it expresses uncertainty of some nature.

1. Whither goest thou? (Direct question.)
2. He asked whither they went. (Indirect Question.)
3. Whither I go ye cannot come.

No. 3. implies no uncertainty and therefore is not an indirect question.

Note on the verbs "say" and "tell."

The verb *tell* may take after it as an object :—

a. An Infinitive ; ex. : I told him *to go*.

b. A noun clause ; ex. : I told him *I wanted you*.

The verb *say* cannot take an infinitive as an object, but it may take a noun clause in the form of a direct or an indirect quotation ; as :

Mother said that I might go (indirect quotation).

Mother said, " You may go " (direct quotation).

Never say, Mother said for me to go.

Exercise 176.

Turn Direct Discourse and Questions into Indirect, and Indirect Discourse and Questions into Direct.

1. "Beauty is truth, truth beauty,"—that is all ye need to know on earth.
2. Keats wrote, "A thing of beauty is a joy forever."
3. I ask if thou hast pass'd their quiet place.
4. I promise you I will sing another song to-morrow.
5. And all of their saying was, "Earth, it is well!"
6. Agassiz said he had no time to waste in making money.
7. If Winter comes, can Spring be far behind?
8. And when I asked the like of Love
You snatched a damask bud.
9. "Our work," said I, "was well begun."
10. He that hears the nightingale might say, "Lord, what music hast Thou provided for the saints in heaven, when Thou affordest bad men such music on earth?"
11. And wonder if thou haunt'st their shy retreats.
12. Children dear, was it yesterday
We heard the sweet bells over the bay?
13. Pilate said, "What is Truth?"

LESSON LXXI

ADJECTIVES

Adjectives may qualify in four different ways, viz.:

1. **Attributively**, when they come before the noun they qualify ; as : *Fine* feathers make *fine* birds.
2. **Predicatively**, when they stand in the predicate and qualify some noun or pronoun in the subject ; as : That is *false*.
3. **Appositively**, when they come after the noun or pronoun in the appositive relation ; as : He, always *ready* and *willing*, came to my aid.
4. **Factitively**, when they qualify some object in the factitive relation ; as : I found him *useful*.

Exercise 177.

Select the adjectives from the following sentences, and say how they qualify.

1. The little grey church stood on the windy shore.
2. The great sea waxes warm and white.
3. I climbed a hill path strange and new.
4. Thou wovest dreams of joy and fear
Which make thee terrible and dear.
5. Reynolds has painted him,—a face
Fresh-coloured, frank, with ne'er a trace of trouble.
6. Mr. Hastings was low of stature, but very strong, and very active;
of a ruddy complexion, with flaxen hair.
7. The article sold in such quantities as made its sale profitable.
8. I am the one who is responsible for all their trouble.
9. Therefore is wing'd Cupid painted blind.
10. My age is as a lusty winter, frosty, but kindly.
11. She bore a mind that envy could not but call fair.
12. She looks as clear
As morning roses newly washed with dew.

Exercise 178.

Construct sentences showing these adjectives used in four different ways, thus :—

ATTRIBUTIVELY—He received a *fatal* wound.

PREDICATIVELY—That mistake was *fatal*.

APPOSITIVELY —The delay, seemingly *fatal* to his plans, saved his life.

FACTITIVELY —They considered that step *fatal*.

true	absurd	lonely	mischievous
thoughtful	ambitious	industrious	watchful
restful	exacting	matchless	gorgeous

A, AN, THE

A, An, The* are classed with Adjectives because they always limit nouns.

The is sometimes called the **Definite Article** because it often restricts the meaning of the noun to some definite thing; as: Give me *the* pen (*i. e.*, some particular pen).

A, an, are called **Indefinite Articles** and are used only before singular nouns; as: Give me *a* pen (*i. e.*, any pen).

A is used :—

1. Before a consonant; as: *a* great mistake.
2. Before the letters *u*, *eu*, having the sound of *y*, and *o* having the sound of *w*; as :

A union of the states, *a* euphonious sound, such *a* one.

An is used instead of *a* before :—

1. A vowel; as: *an* open letter.
2. A silent *h*; as: *an* honourable man.
3. A word beginning with *h* when the accent does not fall on the first syllable; as: *an* historical novel.

Note.—It is incorrect to use *the* before names of diseases; say: She has measles; not, she has the measles.

* *The* is an adverb in such sentences as: The more the merrier.

Exercise 179.

Use the proper article, *a* or *an*, before the following ; give the reason for your choice.

umpire	union
one	order
honour	unforeseen event
useful article	eulogistic address
habitual liar	European country
heroic attempt	hereditary estate
humble disposition	hotel
hostelry	honest woman
universal custom	unformed character
ourang-outang	outrage
Eucalyptus tree	euphonious expression

Exercise 180.

Where an article is needed, insert the suitable one ; if no article is needed, put a cross.

- Omit — next lesson.
- I have done — lesson, but not — one you set.
- That child has — mumps.
- coin, — crown, is no longer in use, but — half-crowns are still common.
- She has caught — cold, and must take — medicine that — doctor prescribed.
- Tammany man won — ticket.
- Tammany is — Indian name.
- visitor was — lady whom I had not seen before.
- bright light dazzles — eyes.
- I have — red, white, and blue flag.
- I have — red, — white, and — blue flag.
- measles is common at this season.
- I have read both — Old and — New Testament.
- She has learned — third and — fourth verses.
- The needle has been called — one-eyed servant.

LESSON LXXII

ADVERBS

Position of the Adverb

The Adverb should be placed as near as possible to the word it modifies, as: She set quietly to work.

But if there is no other word near which it can modify, the adverb may frequently be placed elsewhere without altering the meaning:

She smiled *graciously* upon me.

Graciously she smiled upon me.

She smiled upon me *graciously*.

The word *only** needs particular care since it may be both an adverb and an adjective, so, to prevent confusion, it should be placed immediately *before* the word it modifies.

Notice the different meanings given by the position of *only* in:—

Only the gardener gathered the flowers this morning.

The gardener *only* gathered the flowers this morning.

The gardener gathered *only* the flowers this morning.

The gardener gathered the flowers *only* this morning.

Sometimes an adverb is used to modify a phrase which it precedes; as: He will ride only *upon his own horse*.

In poetry, Adjectives are often used in place of Adverbs; as: "How *sweet* the moonlight sleeps upon this bank!" This must not be done in prose.

* *Only* should not be used with a negative in such sentences, as: He won't *only* give me ten dollars; *say*: He will give me *only* ten dollars.

Double Negatives.

Two negatives make an affirmative: therefore, to say, *I can't do nothing*, means: *I must do something*.

It is generally incorrect to use double negatives except when the negative forms the prefix of a word; as: It is *not unlikely*, which means: It is possible if not probable.

Phrasal Adverbs

In the following examples notice that the phrase does not consist of a preposition and an object; such expressions are best considered as **Phrasal Adverbs**.

I did it *in vain*.

He drowned *in full sight* of the shore.

There is none *at hand*.

It was done *in a great hurry*.

We will attend to that *by and by*.

He told the story *at great length*.

LESSON LXXIII**PREPOSITIONS**

A Preposition may show the relation between:

- | | |
|---|--|
| 1. TWO NOUNS; as: | The <i>days</i> of greatest
heat are past |
| 2. A VERB and a NOUN; as: | The robins <i>built</i> in the
locust tree. |
| 3. A VERB and a PRONOUN; as: | She <i>worked</i> with <i>me</i> . |
| 4. AN ADJECTIVE and a
NOUN or PRONOUN; as: | Such conduct was un-
worthy of John.
That is good for you. |

A preposition occasionally governs an adverb ; as :

The horsemen came from *far* and *near*.

I shall not expect you till *then*.

Also, it may govern a phrase ; as :

He has an account of *about three hundred dollars*.

The fruit came from *around Medford*.

Reference List of Prepositions

about	below	in	till
above	beneath	into	to
across	beside *	of	touching
after	besides †	off	toward
against	between	on	towards
along	betwixt	over	under
amid	beyond	regarding	underneath
amidst	by	respecting	until
among	concerning	round	unto
amongst	down	save (except)	up
at	during	saving	upon
athwart	except	since	with
before	for	through	within
behind	from	throughout	without

Do not use a negative with the Adverbs *scarcely* and *hardly* ; say :

She can hardly stand.

I can scarcely see it.

Phrasal Prepositions

The chief phrasal prepositions are :—

according to	as to	on account of	in face of
because of	in place of	in connection with	in spite of
by means of	instead of	on behalf of	in regard to.

* *Beside* has reference to place ; as : He stood beside me.

† *Besides* means an addition to ; as : Others did it besides me.

Prepositions Attached to Verbs

Sometimes a preposition is attached to a verb as a **Verbal Adjunct**, and alters the meaning of that verb, sometimes making an intransitive verb transitive.

Notice the different construction of the following sentences :

1. He counts *on his fingers*.
2. He *counts on* my support.

In Sentence 1, *counts* is an intransitive verb and *on* is the governing word in the prepositional phrase showing place.

In Sentence 2, *counts on* is a transitive verb taking the noun *support* for its object.

Exercise 181.

In the following sentences notice which verbs require prepositions as Verbal Adjuncts in order to give the correct meaning

1. I know him intimately.
2. I know of him from my friends.
3. He looked after the retreating figure.
4. She looked after her sister's children.
5. His life was despaired of.
6. She has often been spoken to about that.
7. They broke the door in.
8. He broke in upon the conversation.
9. I cannot see about that now.
10. He takes after his father.
11. It was a long time before she came to.

PRACTICE IN ANALYSIS AND PARSING.

1. Not a whisper tells where our small seed dwells,
Nor is known the moment when our tips appear.
2. Come live with me and be my love,
And we will all the pleasures prove
That hills and valleys, dale and field,
And all the craggy mountains yield.
3. Were you the earth, dear love, and I the skies,
My love should shine on you like to the sun,
And look upon you with ten thousand eyes.
Till heaven waxed blind, and till the world were done.
4. Whoever wakes in England sees, some morning unaware,
That the lowest boughs and the brushwood sheaf
Round the elm-tree bole are in tiny leaf,
While the chaffinch sings on the orchard bough
In England—now!
5. Though the fields look rough with hoary dew,
All will be gay when noon-tide wakes anew
The buttercups, the little children's dower.
6. A thing of beauty is a joy forever:
Its loveliness increases; it will never
Pass into nothingness; but still will keep
A bower quiet for us, and a sleep
Full of sweet dreams, and health, and quiet breathing.
Therefore, on every morrow, we are wreathing
A flowery band to bind us to the earth.
7. Go, lovely rose!
Tell her that wastes her time and me
That now she knows,
When I resemble her to thee,
How sweet and fair she seems to be.
8. Be good, sweet maid, and let who will be clever;
Do noble things, not dream them, all day long;
And so make life, death, and that vast forever
One grand sweet song.
9. Her loveliness I never knew
Until she smiled on me;

- Oh! then I saw her eye was bright,
A well of love, a spring of light.
10. And, if I give thee honour due,
Mirth, admit me of thy crew,
To live with her, and live with thee,
In unreprieved pleasures free.
11. The world is too much with us; late and soon,
Getting and spending, we lay waste our powers :
Little we see in Nature that is ours;
We have given our hearts away, a sordid boon!
12. He that patiently want's burden bears,
No burden bears, but is a king.
13. Oh! it was a heart-stirring sight to witness the multitude form-
ing a complete and dense circle round that noble green.
14. The sleepless Hours who watch me as I lie,
Curtained with star-inwoven tapestries,
From the broad moonlight of the sky,
Fanning the busy dreams from my dim eyes,
Waken me when their Mother, the Grey Dawn,
Tells them that dreams and that the moon is gone.
15. One sees one's foot-prints crush'd in the wet grass,
One's breath curls in the air; and on these pines
That climb from the stream's edge, the long grey tufts,
Which the goats love, are jewell'd thick with dew.
16. That orb'd maiden with white fire laden,
Whom mortals call the Moon,
Glides glimmering o'er my fleece-like floor
By the midnight breezes strewn;
And wherever the beat of her unseen feet,
Which only the angels hear,
May have broken the woof of my tent's thin roof,
The stars peep behind her and peer.
17. Such too is the grandeur of the dooms
We have imagined for the mighty dead;
All lovely tales that we have heard or read.
18. Sir, I am glad my memory has not lost these last verses, be-
cause they are somewhat more pleasant and more suitable to May-day
than my harsh discourse.
19. I count it higher pleasure to behold

- The stately compass of the lofty sky ;
And in the midst thereof, like burning gold,
The flaming chariot of the world's great eye.
20. Here nature does a house for me erect,
Nature, the wisest architect,
Who those fond artists does despise
That can the fair and living trees neglect,
Yet the dead timber prize.
21. I wandered lonely as a cloud
That floats on high o'er vales and hills,
When all at once I saw a crowd,
A host, of golden daffodils,
Beside the lake, beneath the trees,
Fluttering and dancing in the breeze.
22. The voice I hear this passing night was heard
In ancient days by emperor and clown ;
Perhaps the self-same song that found a path
Through the sad heart of Ruth, when, sick for home,
She stood in tears amid the alien corn.
23. I cannot see what flowers are at my feet,
Nor what soft incense hangs upon the boughs,
But, in embalmed darkness, guess each sweet
Wherewith the seasonable month endows
The grass, the thicket, and the fruit-tree wild :
White hawthorn ; and the pastoral eglantine ;
Fast-fading violets cover'd up in leaves ;
And Mid-May's eldest child,
The coming musk-rose, full of dewy wine,
The murmurous haunt of flies on summer eves.
24. We scatter seeds with careless hand,
And dream we ne'er shall see them more ;
But for a thousand years
Their fruit appears
In weeds that mar the land
Or healthful store.
25. The sea itself (which one would think
Should have but little need of drink)
Drinks twice ten thousand rivers up,
So filled that they o'erflow the cup.

26. Foolish prater, what dost thou
So early at my window do?
Cruel bird, thou'st ta'en away
A dream out of my arms to-day;
A dream that ne'er must equall'd be
By all that waking eyes may see.
27. O fountains, when in you shall I
Myself, eased of unpeaceful thoughts, espy?
28. Ay, call it holy ground,
The soil where first they trod;
They have left unstained what there they found,—
Freedom to worship God.
29. It is our will
Which thus enchains us to permitted ill,
We might be otherwise: we might be all
We dream of happy, high, majestic.
30. You, call me dreamer. Dreams are linked with truth;
For what the soul most dreams of, most desires,
Shall lead her up or down. Sometime, forsooth,
I shall be that to which my soul aspires!
31. The eye of faith first perceives what the slow piecing together
of facts afterwards proves.
32. Fear not, lest Existence, closing your
Account and mine, should know the like no more,
The Eternal Sâki from the bowl has poured
Millions of bubbles like us, and shall pour.
33. Full fathom five thy father lies;
Of his bones are coral made;
Those are pearls that were his eyes;
Nothing of him that doth fade
But doth suffer a sea change
Into something rich and strange.
34. Softly, O midnight Hours!
Move softly o'er the bowers.
Where lies in happy sleep a girl so fair!
For ye have power, men say,
Our hearts in sleep to sway,
And cage cold fancies in a moonlight snare.
35. Count each affliction, whether light or grave,

God's messenger sent down to thee; do thou
 With courtesy receive him
 And, ere his shadow pass thy threshold, crave
 Permission first his heavenly feet to lave.

86. Time writes no wrinkles on thine azure brow,—
 Such as creation's dawn beheld, thou rollest now.
87. To-day, well-lived, makes every yesterday a dream of happiness
88. Do unto others as you would that they should do unto you.
89. Come, lady, while Heaven lends us grace,
 Let us fly this cursed place,
 Lest the sorcerer us entice
 With some other new device.
40. But were I Brutus
 And Brutus Antony, there were an Antony
 Would ruffle up your spirits and put a tongue
 In every wound of Caesar's that should move
 The stones of Rome to rise and mutiny.
41. If my standard-bearer fall, as fall full well he may,
 For never saw I promise yet of such a bloody fray,
 Press where ye see my white plume shine.
42. Fast by the stream that bounds your just domain
 And tells you where ye have a right to reign,
 A nation dwells, not envious of your throne,
 Studious of peace, their neighbours' and their own.
43. Love is the fulfilling of the law: and therefore if a man hate another,
 he sins against the law.
44. Kings sat still with awful eye
 As if they surely knew their sovereign Lord was by.
45. Mine has been the fate of those
 To whom the goodly earth and air
 Are banned, and barred,—forbidden fare.
46. A time there was, ere England's grief began,
 When every rood of ground maintained its man.
47. Self-knowledge, self-reverence, self-control,—
 These three alone lead life to sovereign power.
48. There surely lives in man and beast
 Something divine to warn them of their foes.
49. The fisher on his watery way,
 Wandering at the close of day,

- Will spread his sail, and seize his oar,
Till he pass the gloomy shore.
50. Knowledge is now no more a fountain sealed:
Drink deep until the habits of the slave,
The sins of emptiness, gossip and spite
And slander, die.
51. The trivial round, the common task,
Will furnish all we need to ask,—
Room to deny ourselves, a road
To bring us daily nearer God.
52. Teach me half the gladness
That thy brain must know;
Such harmonious gladness
From my lips would flow,
The world should listen then, as I am listening now.
53. I have a garden of my own,
But so with roses overgrown
And lilies, that you would it guess
To be a little wilderness.
54. We think how great had been our bliss
If Heaven had but assign'd us
To live and die in scenes like this,
With some we've left behind us.
55. She stept in the boat on the borders of night
As an angel might step on that far wonderland
Of eternal sweet life, which men mis-name Death.
56. For all you can hold in your cold dead hand
Is what you have given away.
57. And there were gardens bright with sinuous rills,
Where blossomed many an incense-bearing tree.
58. Could I revive within me
Her symphony and song,
To such a deep delight 'twould win me
That with music loud and long,
I would build that dome in air,
That sunny dome! those caves of ice!
59. Because right is right, to follow right
Were wisdom in the scorn of consequence.
60. Attend, all ye who list to hear our noble England's praise,

I tell of the thrice famous deeds she wrought in ancient days,
 When that great fleet invincible against her bore in vain
 The richest spoils of Mexico, the stoutest hearts of Spain.

61. Breathes there the man with soul so dead,
 Who never to himself hath said,
 "This is my own, my native land!"
 Whose heart hath ne'er within him burn'd
 As home his footsteps he hath turn'd
 From wand'ring on a foreign strand?
62. Such love as this the Golden Times did know,
 When all did reap, yet none took care to sow.
63. Who climbs with toil, wheresoe'er,
 Shall find wings waiting there.

QUESTIONS ON FOURTH-YEAR WORK.

1. What is an elliptical sentence? After what conjunctions do ellipses frequently occur? Give three elliptical sentences and supply the ellipses in brackets.
2. What is a clause? How does it differ from a phrase? Write a sentence containing three clauses.
3. Name, define, and illustrate by examples the three kinds of clauses.
4. Name, define, and illustrate by example the three kinds of dependent clauses.
5. Upon what words do adjectival clauses depend? By what words are adjectival clauses introduced? Write six adjectival clauses each beginning with a different word.
6. With what words are adverbial clauses most closely connected? Write out the nine relationships that adverbial clauses may express, and give one example of each.
7. How do you recognise adverbial clauses of Time? of Place? of Manner?
8. What four kinds of adverbial clauses may the conjunction *as* introduce? Give an example of each.
9. What conjunctions introduce clauses of condition and of concession? How do you distinguish between the two kinds of clauses? Give an example of each.

10. What four positions in a sentence may a noun clause occupy? Give an example of each.

11. What is a relative clause? Explain the difference between a restrictive relative clause, and a non-restrictive relative clause, and give an example of each.

12. Name the two chief classes of conjunctions, and give a list of each.

13. What are correlative conjunctions? Give seven sentences, using different correlatives in each sentence.

14. Give four sentences showing co-ordinate conjunctions joining different parts of sentences.

15. What are phrasal conjunctions? Give four examples in sentences.

16. Define a phrase, a clause, a sentence, and give one example of each.

✓ 17. Name, define, and illustrate by examples the three kinds of sentences.

18. What three different constructions may you have in a compound sentence? Illustrate each.

19. What is an Independent Element? Name and illustrate five constructions which may be classed as independent elements.

✓ 20. What is an Inflection? What parts of speech may be inflected, and for what?

✓ 21. What do you call the inflections of a noun? of a verb? Give the chief inflections of the noun *lady*, and the verb *have*.

✓ 22. Conjugate the three principal tenses of the Indicative mood of the verb *to be*.

✓ 23. What verb has the greatest number of inflections? Name as many of them as you can, and say what each form shows.

24. Where is the sign of the plural placed in compound nouns? In names preceded by titles? In nouns ending in *full*?

25. Give five nouns having double plurals of different meaning; five nouns used only in the singular; five nouns used only in the plural; five nouns alike in both numbers.

26. What is the rule concerning the plural form of foreign nouns? Give the plural ending of nouns in *a*; in *us*; in *ex*; in *is*; in *um*.

27. Explain with three examples what you mean by a factitive indirect object.

28. Explain the indirect objects in the following :

(a) We believe him an honest man.

(b) Give it me.

(c) We saw him do it.

29. What is an Adverbial Object? What may it denote? Give an example and parse it.

30. What is a Cognate Object? Give three examples.

31. Write out the six ways a noun may be used in the Objective case, and give an example of each.

32. What is the general rule for the formation of the possessive case? What is the rule concerning proper names ending in *s*? ✓

33. What do you mean by "common possession"? How do you denote it? What is the difference in meaning between *Mr. Brown and Mr. Smith's house* and *Mr. Brown's and Mr. Smith's houses*?

34. How do you form the plural of letters, figures and symbols? Illustrate your answer. ✓

35. What is the rule for the agreement of verbs? Illustrate by the use of the verb *to be*.

36. How does the verb agree:

(a) With two singular subjects joined by *and*?

(b) With two singular subjects joined by *or* or *nor*?

(c) With subjects of different numbers joined by *or* or *nor*? h 201

37. Why is it right to say "Ten thousand dollars *is* a large sum"? Give another similar instance.

✓ 38. Explain the difference in the use of the pronouns in: *Who* are you? and *Whom* do you want?

39. Explain the difference in the use of the italicised forms in: He knew it was *I*, and He knew it to be *me*, and parse *I* and *me*.

40. Explain clearly what you mean by the terms Direct Discourse and Indirect Discourse. Give an illustration of each.

41. Name the four different ways in which adjectives may qualify and give two examples of each.

42. Justify the use of the articles in :—

A European country.

An empty vessel.

43. In what three instances do we use *an* in place of *a*. Give examples.

44. Use *only* in four different sentences, showing how the position of the word modifies the statement.

✓ 45. What is the effect of double negatives in a sentence? Is it right to say, That may not be impossible? Give the reason for your answer.

✓ 46. What is the correct position of a preposition in a sentence? Between what words may a preposition show relation? Give an example of each.

47. Give three examples each of—:

- (a) Phrasal adverbs.
- (b) Phrasal prepositions.
- (c) Phrasal conjunctions.

SUPPLEMENTARY EXERCISES

Exercise 182.

Cross out the incorrect * pronoun, and give the reason for the form you select.

1. You have always been kind to us—sister and (I, me).
2. People like you and (I, me) don't admire such things.
3. We might get some one less capable than (he, him).
4. I wonder if it were (they, them) who did it.
5. I hope it will be (I, me) (who, whom) they select.
6. He is curious to know (who, whom) it can be.
7. We had good times together, you and (I, me).
8. He doesn't know (who, whom) to ask for.
9. Call the men, (they, them) who have deserved reward.
10. Let you and (I, me) do it now.
11. The pony was given to both James and (she, her).
12. I expected it to be (they, them).
13. She knew it was (I, me) who called.
14. Don't read such books as (they, them).
15. It was not (she, her) (who, whom) you ought to reprove.
16. (He, him) that overcometh I will make a pillar in the temple.
17. (Who, whom) did you expect to see?
18. She is to blame as well as (I, me).
19. Did you think that was (she, her).
20. Mary and (I, me) went there together.

* Do not read incorrect sentences aloud or you will accustom your ear to the wrong sound.

Exercise 183.**Review Lesson XLII.**

Cross out the incorrect auxiliary and give your reason for so doing.

1. She says she (will, shall) not attempt it any more.
2. I (will, shall) have to do it all over again.
3. He told her he (would, should) see about it at once.
4. I promise you I (will, shall) help you.
5. Six days (wilt, shalt) thou labour.
6. (Will, shall) you go with your cousin?
7. Does he insist that you (will, shall) continue to help?
8. They (will, shall) find themselves in the wrong.
9. They (will, shall) complete the work at my expense.
10. She asked me if I (would, should) plant those seeds.
11. Father said, "I (will, shall) come in a few minutes."
12. Father said he (would, should) come in a few minutes.
13. Why (will, shall) he not do as you wish?
14. (Will, shall) the child be bathed now?
15. I expect that he (will, shall) obey me.
16. Each man (will, shall) do that at his own risk.
17. If you (will, shall) do wrong, you (will, shall) be punished.
18. Why (would, should) I not comply with his wishes?
19. Mary asked if I (might, could) walk with her.
20. (May, can) she finish her lesson now?
21. He expects that I (will, shall) meet him.
22. Good conduct (will, shall) be rewarded.

Exercise 184.**Review Lesson LXVII.**

Insert the sign of the possessive case where it is needed, and give the rule governing each instance.

1. Have you a set of Dickens works?
2. There is a sale of ladies, misses, and childrens shoes.

3. The Misses Rays and Wilsons school is closed.
4. Staffords and Davids inks are the best.
5. Mrs. Potts and Mr. Rogers lots lie in that direction.
6. She would not be guided by her parents and teachers advice.
7. She bought that case at Arnold and Constable store.
8. Have you heard that story of mamas ?
9. It was received through Adams Express Company.
10. I told him Jack the Giant Killers story.
11. Marys and Helens toys are different from Jacks.
12. Have you finished with Longmans Grammar ?
13. Do it for cleanliness sake.
14. Do you go to St. Lukes or St. Thomas church ?
15. Charles, books are in the drawer, but James are on the table.
16. Give me Miss Williams or Miss Jones address.
17. He paid the penalty of others misdoings.
18. The messengers reports were not believed.
19. They lost many dollars worth of goods.
20. He did it for friendship sake.

Exercise 185.

Review Lessons XXVII and XL.

Cross out the incorrect verb form and give the reason for your choice.

1. There's no place like home however humble it (is, be).
2. You will wait till all the others (are, be) gone.
3. It is doubtful whether it (is, be) advisable to consider the question.
4. If there (are, be) more apples than are needed the hogs have them.
5. I recommend that he (is, be) appointed.
6. If it (was, were) not so, I would have told you.
7. If it (was, were) so, why did you not tell me ?
8. He asserts that there (is, be) no discrimination.
9. We hold our endowment on condition that there (is, be) no discrimination.
10. If that (is, be) the man, he is much altered.

11. If that (was, were) the man, I should have known him.
12. By a glance I could see that she (was, were) joking.
13. He glanced at her to see if she (was, were) joking.
14. I understand that the table (is, be) prepared for two.
15. Give directions that the table (is, be) prepared for two.
16. He ordered that Mrs. Smith (has, have) the work.
17. The terms of the will provide that the wife (holds, hold) the property in trust.

Exercise 186.

Review Lessons LXVIII and LXIX.

Cross out the incorrect verb form, and give the reason for your choice.

1. That is the duty of a company to a people who (serves, serve) them so well.
2. The class of 1907 (holds, hold) a reunion this year.
3. The four-years' course (was, were) difficult.
4. The flock (is, are) in the fold.
5. The flock (was, were) scattered.
6. Not one of us but (has, have) met such people.
7. Any one of you who (is, are) unable to do that, come to me.
8. The hue and cry (was, were) quickly raised.
9. A thousand dollars (is, are) in the bank.
10. Each of the boys (expect, expects) to win a prize.
11. Either he or his sister (goes, go) to-morrow.
12. Do you think Susan or I (works, work) the better?
13. Neither of the men (has, have) any money.
14. I do not know whether he or his brother (has, have) been elected.
15. She and her mother (is, are) capable of helping.
16. Seven years (is, are) a long time to wait.
17. I wonder which of the cousins (is, are) coming.
18. Either you or I (am, are) expected to try.
19. Either you or he (is, are) going to take part.
20. Every one of those mountains (is, are) covered with snow.
21. Both the mother and her daughter (makes, make) beautiful lace.
22. The company (has, have) declared a dividend of seven per cent.

Exercise 187.

Re-write these sentences, explain the errors, and in each case give the correct use of both past tense and past participle.

1. He had already began the work before daybreak.
2. That cat has ate the meat for dinner.
3. The hare laid low at the sound.
4. The mother lay her child in its cot to sleep.
5. Who rung the bell just now ?
6. Mother laid down after lunch.
7. The hen has set on her nest all day.
8. The water has rose above the banks.
9. The boy has took the medicine.
10. School begun at nine o'clock.
11. He sat himself down after he had took up the child.
12. How many times have you broke that ?
13. That man has swam the Channel several times.
14. The carpet has been lain with great care.
15. The river flew swiftly along its course.
16. I have took it to you for correction.
17. The bread has raised rapidly to-day.
18. Do you think the stream has overflown its banks,
19. We have hanged our hats upon the rack.
20. The mother has overlain her baby.
21. He has rode that way many times.

Exercise 188.

Criticise the following expressions, re-write them correctly, and give the reason for your alteration.

1. That fault lies between we three.
2. They looked up the findings of court martials on similar cases.
3. Hoping you are well, believe me your's truly.
4. Whom do you think it was ?

5. Keep in a dry place and covered tight.
6. You can go now.
7. I will be seven years old to-morrow.
8. The servant whom I hoped was most reliable proved himself unworthy.
9. Its is the abbreviated form of *it is*.
10. It is so heavy I can't hardly move it.
11. May I take it to you now ?
12. Mother says for me to start at once.
13. I don't know whether I haven't read them all.
14. To escape arrest Smith got into a dangerous position from which he could not extricate himself.
15. I think I would do it if I was you.
16. We will be glad to welcome you at any time.
17. I am one of those who cannot describe what I do not see.
18. The boy stood on the burning deck,
Whence all but he had fled.
19. Let it lay there.
20. She said that passage very fine.
21. I cannot tell you how bad I need it.
22. She felt so badly that we sent for the doctor.
23. Why don't he do as you tell him ?
24. Those sort of people generally fail.
25. It is not near done yet.
26. She does that better than any.
27. Let's you and I take a walk.
28. I soon expect to have done this work.
29. I heard of him running away.
30. Nobody gives their money with greater willingness than him.
31. I do not doubt but that you can do it.
32. It can't be her that did it.
33. Mental and physical education is necessary.
34. Anybody may go, it doesn't matter whom.
35. Whoever the committee appoints, the company must find employment for.
36. He said he durst not try to swim across.
37. Either he or I were going to call for you.
38. The prize will be given to whomever deserves it.
39. These kind of books are very interesting.

40. Who will help me? Me.
41. I have no doubt but that it can be done.
42. Step quickly in the carriage.
43. He only paid three dollars for it.
44. Father was surprised to hear of John doing that.
45. Thou never didst them wrong, nor no man harm.

Specimen Parsing and Analysis.

The cock's shrill clarion, or the echoing horn,
No more shall rouse them from their lowly bed.

Madam, tell me if this be the lady of the house.

All the stars that round her burn,

* * * *

Confirm the tidings as they roll,
And spread the truth from pole to pole.

PARSING

cock's	Common noun, third person, singular number, masculine gender, possessive case, governed by the noun <i>clarion</i> .
shrill	Descriptive adjective, positive degree, qualifies the noun <i>clarion</i> .
echoing	Participial adjective, cannot be compared, qualifies the noun <i>horn</i> .
them	Personal pronoun, third person, plural number, common gender, objective case, governed by the transitive verb <i>shall rouse</i> .
no more	Adverbial phrase of time, modifies the verb <i>shall rouse</i> .
bed	Common noun, third person, singular number, neuter gender, objective case, governed by the preposition <i>from</i> .
their	Possessive pronominal adjective, qualifies the noun <i>bed</i> .

Madam	Common noun, second person, singular number, feminine gender, Nominative of Address.
tell	Verb, irregular, transitive, active voice, Imperative mood, present tense; second person, singular number to agree with its subject (<i>you</i>).
me	Personal pronoun, first person, singular number, common gender, objective case, governed by the preposition (<i>to</i>).
if	Subordinate conjunction, joins two clauses (<i>you tell, to this be. . . .</i>
this	Demonstrative pronoun, third person, singular number, feminine gender, nominative case, subject of verb <i>be</i> .
be	Verb, irregular, copulative, Subjunctive mood, present tense; third person, singular number to agree with its subject <i>this</i> .
lady	Common noun, third person, singular number, feminine gender, nominative case after the copulative verb <i>be</i> .
that	Relative pronoun, third person, plural number, neuter gender to agree with its antecedent <i>stars</i> ; nominative case subject of verb <i>burn</i> .
round	Preposition, shows the relation between the pronoun <i>her</i> and the verb <i>burn</i> , and governs the pronoun <i>her</i> in the objective case.
and	Co-ordinate conjunction, joins the two clauses <i>stars confirm and (they) spread. . . .</i>

ANALYSIS.

Sentence.	Conjunction.	Clause.	Kind of Clause.	Subject.	Enlargement of Subject.	Predicate Verb.	Object.	Enlargement of Object.	Extension of Predicate.
Simple.				clarion or horn	the cock's shrill the echoing	shall rouse tr. a.	them		no more (time) from their low- ly bed (place)
Complex.		a.	Principal	Madam— (you)	Nominative	of Address. tell tr. a.	cl. b. di. (to) me indi. lady P. N.		
	if subord. b—a.	b.	Dep. noun obj. of v. "tell."	this		be cop.		the — of the house	
Compound.		a.	Principal	stars	all the cl. b.	confirm tr. a.	tidings	the	cl. c. (time)
		b.	Dep. adj. qual. n. "stars"	that		burn intr.			round thee (place)
	as subord. c—a.	c.	Dep. adv. of time mod. v. "confirm"	they		roll intr.			
	and co-ord. d—a.	d.	Independent.	(they)		spread tr. a.	truth	the	from pole to pole (place)

ANALYSIS BY DIAGRAM.

1. Subject and Predicate

The day wanes.

day	wanes
the	

2. Subject. Verb. Object.

Knowledge he sought.

he	sought	knowledge
----	--------	-----------

3. Modifiers.

There sometimes doth a leaping fish
 Send through the tarn a lonely cheer.

fish	doth	send	cheer
a	there	a	
leaping	sometimes	lonely	
	through	tarn	
		the	

4. Predicate Nominative }
 Predicate Adjective }

A thing of beauty is a joy forever.

thing	is	—	joy
a	forever	a	
	of beauty		

Cold is Cadwallo's tongue.

tongue	is	—	cold
Cadwallo's			

5. Indirect Object.

I thrice presented him a kingly crown.

I	presented	crown
	thrice	a
		kingly
		(to) him

6. Appositive.

This is my son, mine own Telemachus.

This	is	— son,	Telemachus
		my	mine own

7. Phrases as Subjects or Objects.

To expect reward is not virtuous.

To expect	reward	
		is — virtuous.
		not

8. Compound Elements.

a. Hall, snow, and rain are forms of water.

hall	}	are — forms	of water
snow			
and			
rain			

b. To do good and to distribute forget not.

(You)	|	forget	|	}	to do | good
					and
					to distribute
		not			

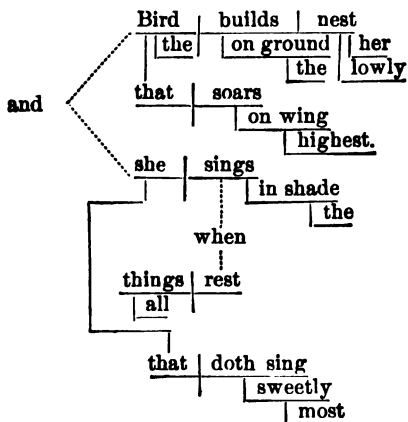
9. Complex Sentence.

The man that once did sell the lion's skin, while the beast lived, was killed with hunting him.

man	was killed
the	with hunting him
that	did sell skin
	once lion's
while	the
beast	lived
the	

10. Compound sentence.

The bird that soars on highest wing
 Builds on the ground her lowly nest ;
 And she that doth most sweetly sing
 Sings in the shade when all things rest.



APPENDIX.

DERIVATION OF WORDS.

Words are either Primary or Derivative.

A *Primary* word is the simplest form of any word in use :
as, child, got, long.

A *Derivative* is any word formed from another word ; as
childhood, begot, length.

The *Root* or *Stem* is that part of a word from which another
word is formed ; as, *loveable*, *affixes*, *doctor*.

New words are formed in four ways :

1. By a prefix, or something added at the beginning ; as,
aboard, *pronoun*, *mistake*.
2. By a suffix, or something added at the end ; as, *slavery*,
sailor, *wooden*.
3. By some internal change ; as, *thought* (from *think*), *watch*
(from *wake*), *gift* (from *give*).
4. By joining, with or without a hyphen, two words, and
so forming a new or compound word.

man-servant	breakfast
guide-post	freeman
re-cover	recover

Hybrids (from Greek, meaning mongrel) are words which
have their parts derived from different languages ; as,

grand-father	(French and English)
bicycle	(Latin and Greek)
remind	(Latin and English)

Synonyms are words of the same grammatical class having

similar meaning, but differing somewhat in application and use; as, Notorious, famous, illustrious.

Notorious. Jack Shepard's deeds made him *notorious*.

Famous. Prescott is *famous* as an historian.

Illustrious. He came of an *illustrious* family.

Notice the shades of meaning in the synonyms:

Assemble, meet, gather.

Faith, belief, credulity.

Dislike, aversion, antipathy, hatred, repugnance.

Antonyms are words of contrary meaning; as,

beginning	conclusion
to degrade	to exalt
sweet	bitter

Homonyms are words having the same sound, but an entirely different derivation and use; as,

Bark—

1. A vessel (Latin *barca*, a boat).
2. Of a tree (Swedish *bark*, the rind).
3. Of a dog (A. S. *beorcan*, to break).

Tender: adj. soft; verb, to offer.

Neat: adj. tidy; noun, an ox.

Yard: a garden, a measure.

Doublets are words which have been introduced into the language from the same source but at different periods. Many of them come to us first indirectly through the French, and again directly from the Latin.

Norman French.	Latin.
chalice	calix
captain	chieftain
preach	predicate
fealty.	fidelity

PREFIXES AND SUFFIXES.

The *Prefixes* and *Suffixes* of English words are very numerous; they are classified according to their origin as English (called also Teutonic or Anglo-Saxon), Latin, and Greek.

LIST OF PREFIXES.

ANGLO-SAXON OR ENGLISH.

a (in, on, away)	abed, ahead, ahead
after (behind)	afternoon, aftermath
be (by, to make)	belittle, becalm, because
en, em (in, on, to make)	entrap, enable, embody
for (against, utterly).	forbid, forlorn, forgive
fore (before).	forearm, forefather
mid (middle).	midsummer
mis (wrong).	misname, mistake, mishap
n, (not)	never, naught, neither
out (beyond).	outrun, outcry, outline
over (above, in excess)	overreach, oversight, overdo
to (the, this).	to-night, to-day
un (not)	unkind, unwise, unhappy
under (beneath)	undervalue, underground
up (upwards)	uplift, upset, upstart
with (against)	withstand, withhold

LATIN.

a, ab, or abs (from or away)	abrupt, avert, abduct, abstract
ad, ac, af, ag, al, an, ap, ar, as, at (to).	adhere, accede, affix, allude, announce
am, amb (round or about)	amputate, ambiguous
ante (before).	anteroom, antediluvian
bene (well)	benediction, benefit
bi, bis (two, twice)	biped, bisect, bivalve
circum (around)	circumnavigate, circuit
con, co, cog, col, com, cor (with or together)	colloquy, connect, cognate, compare

counter, contra (against)	contradict, counterbalance
de (down <i>or</i> from)	deduct, depart, describe
dis, di, dif (away <i>or</i> asunder)	dilute, disperse, differ, distrust
e, ec, ef, ex (out)	eccentric, effort, emit, expend
extra (beyond)	extradition, extravagant
in, il, im, ir, before a verb (in <i>or</i> into).	import, illumine, irrigate
in, ig, il, im, ir, before an adjective	
(not)	immoral, ignorant, insecure
inter (between)	intersperse, interest
intro (within)	introduce, introspection
mal, male (ill)	malcontent, malefactor
manu (by hand)	manufacture, manumit
non (not)	nonsense, nondescript
ob, oc, of, op (against)	obstacle, oppose, occur, offend
omni (all)	omnibus, omnipotent
per, pel (through)	permit, pervade, pellucid
post (after)	postscript, posthumous
pre (before)	preposition, precede, pressure
preter (more than)	preternatural, preterite
pro (forth, forward, for).	proceed, pronoun, produce
re (back <i>or</i> again)	return, reduce, redeem
retro (backwards)	retrogression, retrospect
se (aside <i>or</i> apart)	secede, separate, seduce
semi (half)	semicircle, semiquaver
sine (without)	sinecure, sincere
sub, suc, suf, sug, sup, sus (under).	submarine, succeed, suffer, suggest,
	support, suspect
subter (under)	subterfuge, subterranean
super, sur (above, over)	supervisor, supernatural, surmount
trans (across)	transmit, translate, trans-atlantic
ultra (beyond)	ultramarine, ultramontane
vice (instead of)	vice-president, viceroy

GREEK.

a, an (without, not)	apathy, anarchy
amphi (around).	amphitheater, amphibious
ana (up, through)	analysis, anatomy, anabasis

anti, ant (opposite, against) . . .	antidote, antarctic, antipathy
apo, aph (away)	apostrophe, apostate, apogee
auto (self).	automobile, autocrat, autograph
cata (down, over)	catastrophe, catalepsy
dia (through)	diameter, diaphanous
dys (bad, ill).	dyspepsia, dysentery
epi (upon)	epitaph, epidemic, epilogue
eu (well)	eulogy, euphonic, euphemism
hemi (half)	hemisphere
hyper (over, beyond)	hypercritical, hyperbolic
hypo (under)	hypocrite, hypotenuse, hypothesis
meta (a change, over)	method, metaphor, metonymy
mono (one)	monotonous, monarch, monologue
para (beside, like)	parallel, parody, paragraph
peri (around)	perigee, perimeter, period
poly (many)	polygon, polytechnic, polysyllable
syn, syl, sym (with, together). . .	synthesis, sympathy, synonym
tele (far, far off)	telegraph, telephone

LIST OF SUFFIXES.

ANGLO-SAXON OR ENGLISH.

ar, er, or (agent or doer)	liar, baker, sailor, doer
ard, art (one who)	drunkard, braggart
dom (dominion, condition)	kingdom, freedom, wisdom
en (to make, made of)	blacken, wooden, lighten
ery (place, condition).	scenery, brewery, foundry
fold (times)	manifold, twofold
ful (full of)	graceful, useful, fruitful
hood (state of).	childhood, manhood
ish (like, somewhat)	childish, foolish, reddish
kin (little)	lambkin, napkin
less (without)	penniless, hopeless, godless
let, ling (little)	streamlet, gosling, dashing
ly (like, denoting manner)	manly, truly, sweetly
ness (state of being)	soreness, goodness

ock (little)	hillock, bullock, paddock
ship (office of)	clerkship, friendship
some (full of, like)	venturesome, gladsome
ster (one who)	punster, spinster, songster
th (state, order).	truth, dearth, fifth
ward (direction of)	homeward, downward
y (belonging to, full of, having the qualities of)	stony, guilty, mastery

LATIN.

able, ible (able to be, fit to be). , . .	culpable, suitable, possible
acy (being, office of)	accuracy, curacy, fallacy
age (condition)	pillage, vassalage, bondage
al (belonging to)	personal, regal, royal
an, ian, ean (belonging, one who) . .	American, captain, European
ance, ancy (state of being)	perseverance, constancy
ant, ent (one who)	assistant, resident
ary (place where)	granary, seminary
ate (one who)	delegate, magistrate
ble, bule (that may be, fit to be) . .	fable, stable, soluble
cle, cel, sel (little)	particle, parcel, damsel
ence, ency (state or quality of) . . .	potency, cadence, credence
er, ier, eer, or (one who, that which).	officer, grenadier, engineer
ery, ry (pertaining to)	slavery, cavalry, pantry
fy (to make)	nullify, justify, simplify
ice (pertaining to)	service, justice, avarice
id (being)	frigid, acid, stupid
il, ile, eel, le (like, ready to be) . .	civil, ductile, genteel, gentle
ine (belonging to)	canine, feline, anserine
ion, tion, sion, son (act of, state of being)	region, protection, mission, season
ment (act of, result of)	commandment, pigment
ory (place where)	dormitory, armory
ose, ous (full of, abounding in) . . .	adventurous, curious, verbose
tude (state of being)	rectitude, fortitude, solitude
ty, ity (state of being)	purity, honesty, vanity
ule (little)	globule, molecule

GREEK.

ac, ic (pertaining to)	generic, maniac, music
archy (government)	monarchy, anarchy
cracy (government)	democracy, theocracy
graphy (writing)	telegraphy geography
ic, ics (science of)	civics, mathematics, optics
ise, ize (to make)	minimize, theorise, baptize
ism (doctrine, state of being) . . .	Calvinism, sophism, spasm
ist (one who) . . . , . . . , . . .	evangelist, baptist, sophist
itis (inflammation of) ,	bronchitis, neuritis
logy (science of)	geology, theology

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